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ABSTRACT

A study was undertaken of the retirement preparation practices and programs in higher eudcation institutions in the United States. More than 2,200 colleges and universities participated. Only 4 percent (96) had a formal program to help employees prepare for retirement, and these institutions were mostly four-year, public, and large. Two-thirds of the programs have been in operation less than five years, and in 71 cases, responsibility was with the personnel office. Formats included one-to-one counseling, group sessions, lectures, and discussions. Program topics included the institution's retirement benefits, other financial matters, health care, legal affairs, housing, and leisure time. Program followup was used at only 23 institutions, and formal program evaluation at 43. On-site examinations of the programs at five universities (Brigham Young, University of Connecticut, Duke, University of Michigan, and Purdue) are reported in detail. (MSE)

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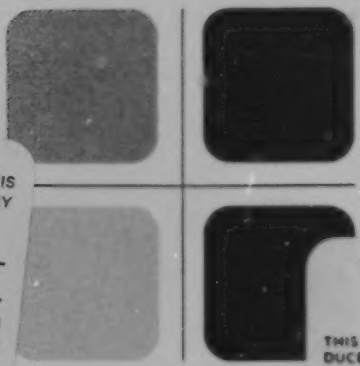
# RETIREMENT PREPARATION IN HIGHER EDUCATION

## *A study of counseling and information programs*



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**JAMES M. MULANAPHY**
Educational Research Division
Teachers Insurance and Annuity Association
College Retirement Equities Fund
730 Third Ave., New York, N.Y. 10017

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Gratitude is due the presidents of the more than 2,200 colleges and universities that participated in the study. In view of the increasing burden of reporting and other paperwork requirements that institutions of higher education must bear these days, their cooperation in seeing that the survey questionnaires were completed and returned is particularly appreciated. Our thanks go also to the officers of these institutions who diligently worked to obtain the requested information and to fill in the questionnaires.

Special acknowledgement should go to the directors of the retirement preparation programs at five institutions visited during the study: Jay Adamson, Manager—Employee Benefits, Brigham Young University; Robert F. Tate, then Personnel Officer, The University of Connecticut; Arlene C. Elmore, then Director—Pre-Retirement Program, Duke University; Donald L. Thiel, Manager—Office of Staff Benefits, The University of Michigan; and, Walter S. Beltz, Director—Staff Benefits, Payroll and Insurance, Purdue University. These individuals invited me to visit their

campuses, consented to be interviewed about their programs, and allowed me to observe and study their programs in operation. These five programs were carefully selected for this close attention from among all of the programs reported by the responding institutions.

The project could not have been completed successfully without the expert counsel and technical assistance of a number of people. William T. Slater, Vice President, and Francis P. King, Senior Research Officer, of TIAA-CREF and J. Roger O'Meara, formerly Senior Research Associate of The Conference Board, deserve special mention. They shared their knowledge and expertise willingly and provided invaluable guidance throughout the study. John Scott of the University of Michigan's Survey Research Center was most helpful during the design stage, particularly with questionnaire development. Margaret Palmer of TIAA-CREF and Roy Hardimann and Mary Toulis of Trewhella/Cohen/Arbuckle skillfully directed the data processing work. Eileen Frankling handled the administrative labors efficiently and with admirable patience.

*James M. Mulanaphy*
*Study Director*

New York City
October 1977

## SUMMARY OF MAJOR FINDINGS

Just four percent (96) of the 2,210 responding institutions had a formal program to help employees prepare for retirement. These 96 institutions were mostly four-year (80), public (72) and large (67).

Major features of the 96 retirement preparation programs include:

- Sixty-six institutions had been running programs for under five years, 44 for two years or less, and just 7 had programs in operation for more than ten years.
- Program responsibility belonged to the Personnel Office at 71 institutions.
- In almost every case, program eligibility was extended to all classes of employees, although usually with an age requirement, and participation was wholly voluntary; spouses were invited to participate at 65 institutions.
- The program format was combined one-to-one counseling and group sessions at 49 institutions, a group approach alone at 26, and one-to-one counseling only at 16; 41 of the 75 institutions using a group approach combined lectures with participant discussions, 19 employed lectures without discussions, and 15 went with discussions exclusively.
- Program topics varied, but every program covered the institution's retirement benefits and other financial matters. Health care and legal affairs were each part of the programs at 68 institutions, while housing/location and use of free time were each included in more than half of the programs.

- Program follow-up was conducted at only 23 institutions, and formal program evaluation was done at 43 institutions.

On-site examinations of retirement preparation programs were conducted at Brigham Young University, the University of Connecticut, Duke University, the University of Michigan, and Purdue University. These programs are described in detail in Chapter IV.

Forty-two percent (929) of the 2,210 respondents reported programs for the direct benefit of former staff members now retired. The following information was given about these programs for retired staff members:

- A report on specific facilities, privileges, and benefits available to retirees was given by 736 institutions. Library privileges, use of athletic and recreational facilities, tickets to school athletic and cultural events, continuation of group health insurance coverage, and cafeteria or dining room privileges were the only ones available at a majority of the institutions.
- Emeritus status was conferred by 587 institutions, and 127 of them offered faculty emeriti benefits not available to other retirees. Most often the additional benefit was use of an office or laboratory along with the provision of secretarial or technical assistance.
- Direct contact with retirees was maintained by 663 institutions. In the majority of cases, contact was on an informal or semi-formal basis.

Generally, the rationale for the establishment of an employer-sponsored retirement preparation program can be described as follows: Retirement preparation programs, by prompting people to consider and plan for the time after they retire, are helpful to both employers and employees. Employers benefit because a retirement preparation program is an ideal complement to the overall staff benefits package, which has the implicit if not explicit purpose of bringing employees to retirement healthy and financially secure. Furthermore, a program that motivates employees to actively prepare for retirement can make an organization's entire retirement process all the more orderly. Beyond receiving direct help in planning for one of life's major events, employees benefit from retirement preparation assistance by an increased awareness of what retirement will mean to them—psychologically as well as physically and financially—and by new knowledge of what their life in retirement probably will be like.

# CHAPTER I:
# PREPARATION FOR RETIREMENT:
# THE PROBLEM

For many Americans today, increasing longevity at the older ages means a longer period of retirement. Recent trends toward earlier retirements also act to increase the number of post-working years that many men and women may expect. Under these circumstances, adequate advance preparation for retirement assumes greater importance than ever before. On the other hand, the raising or elimination of mandatory retirement ages may compel employers to make more difficult decisions with respect to the retention of older (and younger) employees. In these situations, counseling and life planning could be valuable components of their personnel policies. What is currently being done in this area—and what could be done in the future—for people in the field of higher education is the subject of this TIAA-CREF report.

Since 1918, Teachers Insurance and Annuity Association has served the needs of educational institutions and their employees for adequate retirement income protection. Over these years, TIAA has come to realize that relatively few people, whether or not they are employees in the field of higher education, make any careful, long-range plans for retirement, financial or otherwise. As a result, few workers enter retirement with anything near the preparation and training comparable to what they had before beginning their working careers. Yet individuals now can expect to spend a quarter or more of their lives in retirement, and the prospects are good that this proportion will increase. Clearly, sound preparation is important. Without careful planning and without an early start on these

preparations, retirement is likely to be less satisfying and enjoyable than expected.

Only in the year or two just prior to retirement, if at all, do people seem to concern themselves seriously with such important matters as where to live, how to use an extra fifty or so hours each week, and how to manage the financial changes that are the consequences of retirement.

An assured income from Social Security and benefits from an employer's pension plan can perhaps reduce the urgency of personal long-term financial planning for retirement. An adequate retirement income is of vital importance, but it is not the only dimension of retirement living. Careful preparation in other areas is also essential for successful retirement.

Yet, opportunities to receive institutional or other assistance in preparing for the financial and non-financial aspects of retirement, as this study shows, are rare, even though comprehensive retirement planning can do much to reduce problems for retirees and their families. Furthermore, such problems are not always confined within the walls of the home; retirees' problems and dissatisfactions can have an impact on former employers, the community, and our society as a whole.

Traditionally, individuals have been primarily responsible for planning their own retirements. But this is not easy, and individuals alone can seldom mobilize the kinds of resources that are needed. Institutional assistance is required, and employers can serve as partners in this important area. Indeed, a number of employers have made intensive efforts to assist employees with preretirement planning. In general, however, neither business, educational, nor governmental employers have so far played a very active role in this area. Whatever their present role, it seems that both employers and their staff members would gain from a well organized preretirement preparation program and from a more favorable attitude toward retirement that might result among all employees, especially those participating in such programs.

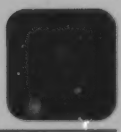
How many employers currently sponsor preretirement counseling programs? A 1974 Conference Board survey and a 1975 survey by the Institute of Labor and Industrial Relations of the University of Michigan-Wayne State University found that most employers provide, at the time of retirement, information on the pension benefits to be expected and any health insurance coverage that is to be continued, but that only one-fifth to one-quarter of

the firms surveyed offer information for retirement beyond that narrow scope. A 1977 survey conducted by the American Council of Life Insurance asked individual employees: "Does your place of employment currently provide any type of preretirement counseling?" Fifteen percent of the respondents replied affirmatively. A 1972-73 TIAA-CREF survey of retired annuitants revealed that less than one quarter of the retirees recalled receiving counseling or other retirement planning assistance from their last employer.

The TIAA-CREF annuitant survey and other information developed through TIAA's many years of close association with institutions of higher education suggest that most educational institutions have not been deeply committed, beyond active participation in financial support through pension plans, to helping their employees with personal planning for retirement. Before this inference could be confirmed, however, more precise information was needed, and TIAA-CREF undertook a study to determine the extent and nature of retirement planning assistance currently being provided by U.S. institutions of higher education for their staff members. Beyond this purpose, the study had a secondary objective of investigating the principal retirement preparation programs that have been developed both in and outside of the educational world—programs that can be adapted for use by any type of employer. It is hoped that the study findings reported here will be useful to institutions considering adopting, enlarging, or improving preretirement preparation programs. We also hope that this report will lead many institutions to share our conclusions that individuals, employers, and the community at large will benefit if more people are encouraged to make effective and realistic plans for their retirement years.

The remainder of this report has two principal sections. The first, comprised of Chapters II-V, reports on the content and organization of college and university retirement programs, both preretirement and post-retirement, and offers findings from a questionnaire survey and on-site examinations of retirement preparation programs at five selected institutions. The second section is a "state of the art" report on retirement preparation programming in general; it includes Chapters VI-IX. The final chapter, Chapter X, contains details of study methods and information about the survey group, the response rate, and the respondent group.

# CHAPTER II: SURVEY OF EXISTING RETIREMENT PREPARATION PROGRAMS IN HIGHER EDUCATION



A survey questionnaire was sent to more than 2,800 colleges and universities in the United States to obtain information about employer sponsored retirement preparation assistance available to staff members of institutions of higher education.

A retirement preparation program was defined for respondents as any formal program designed to give individuals a better understanding of what they will be dealing with in retirement and of what they might do during their remaining time at work to make retirement more satisfying. For the purposes of this study, a pension or savings plan by itself did not qualify as a retirement preparation program.

The survey asked: Does your institution presently have a formal program to help *employees* prepare for their own retirement? Of the 2,210 respondents, 89 percent answered No, 4 percent answered Yes, and the remainder gave another answer.

Clearly, very few colleges and universities provide a formal program of retirement preparation assistance for their employees. Overall, less than one out of every twenty respondents reported a formal retirement preparation program for staff members. Specifically, 96 institutions had programs and 1,967 did not. The other 147 indicated that they provided some information about pension plans and other benefits, but not in an organized fashion, or that an outside organization, e.g., a state retirement system, runs a program that is open to their employees, or that they actively encourage their employees to participate in a retirement preparation

course offered on campus to the general public.

Although a sparsity of programs was anticipated, this result was surprising. Hopefully, the findings reflect a lack of motivation thus far to provide a program or a lack of resources and information rather than a lack of concern about the circumstances of retired employees.

Of the 96 institutions having formal retirement preparation programs for employees, 80 were four-year, 72 were public, and 67 were large, i.e., had over 5,000 students. Table 1 gives a breakdown of these institutions by control, level, and size. Large public four-year institutions comprised almost half of all those offering this assistance.

Table 1
Institutions Providing Retirement Preparation Programs
By Control, Level, And Size

| | | Public | | | | | | Private | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 4-Year | | | 2-Year | | | 4-Year | | | 2-Year | | |
| | Small | Medium | Large | Small | Medium | Large | Small | Medium | Large | Small | Medium | Large |
| 96 | 1 | 10 | 46 | — | 6 | 9 | 3 | 8 | 12 | 1 | — | — |
| 100% | 1% | 11% | 48% | — | 6% | 9% | 3% | 8% | 13% | 1% | — | — |

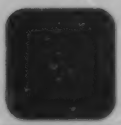
*Note: regarding institutional size, small institutions are those with fewer than 1,000 students, medium have between 1,000-5,000 students, and large enroll over 5,000 students.*

Four-year institutions are more likely than two-year institutions to be offering these programs because the latter generally are relatively young schools with youthful staffs, and retirement programs may not yet be a major factor in their personnel policies. In the past decade, the number of two-year colleges increased by about 80 percent while their total professional staff nearly tripled. The average age of this staff is considerably younger than at four-year institutions. In addition, the proportion of part-time faculty and administrators is usually much higher at two-year schools, an

influential factor in an institution's general philosophy of staff benefits and the emphasis it places on specific benefits. Overall, 2 percent of the two-year institutions and 5 percent of the four-year institutions in the responding group had formal retirement preparation programs. Moreover, the more people the institution employs, the greater the likelihood that it has a sufficient number of older employees to warrant interest in providing retirement preparation assistance as well as staff qualified to develop and run a program. Seventeen percent of the large, four-year institutions in the responding group reported a retirement preparation program, compared to 3 percent of the medium-sized, four-year colleges and 1 percent of the small. In the two-year sector, also, the large institutions had proportionally more programs (6 percent) than did the medium-sized (2 percent) and the small (less than 1 percent).

It is not clear why more public than private institutions offer programs, although public institutions in general are larger than private and more solidly financed. Consequently, public colleges and universities may have more personnel and financial resources to commit to retirement preparation assistance. Retirement preparation programs were reported by 7 percent of all responding public institutions and just 1 percent of all private.

# CHAPTER III: CHARACTERISTICS OF COLLEGE AND UNIVERSITY RETIREMENT PREPARATION PROGRAMS



Existing employer-sponsored retirement preparation programs have a wide variety of forms and components. To obtain information about the nature of programs currently being provided by colleges and universities for their employees, the responding institutions that reported formal programs were asked a series of questions about specific details of the development, format, and composition of their programs.

## NUMBER OF PROGRAMS ON CAMPUS

First, the institutions were asked how many retirement preparation programs each had and, if more than one, how they differed. Eighty of the schools had a single program, 15 had two programs, and 1 had three. Thirteen of the 16 institutions with more than one program described the differences in their programs.

Basically, the reason some institutions had more than one program was that different classes of employees were thought to have different counseling needs. At some colleges, different groups of employees belonged to separate pension systems, so programs covering benefits and retirement income had to be segmented. In other cases, the administration or the program director felt the assistance would be most effective if program participants were relatively homogenous so that information could be directed comprehensively to a narrower range of needs rather than diffusely to a

broad range of interests.

Another factor was the level of sophistication of the program. Some institutions designed separate programs so that one would be more theoretical or conceptual than another. A few institutions took marital status into consideration, realizing that the circumstances and concerns of single people in retirement would be quite different than those of married people.

Twenty of the 80 institutions reporting only one program indicated that they select, or group, employees to participate in it on the basis of specific characteristics. So, even though officially one program was reported, the categories of participants at any one time is controlled by the college. Seventeen of the 20 institutions use occupational category as the major basis for selection, usually separating faculty and professionals from other occupational groups. Age or proximity to retirement was another basis for selection, as were marital status and educational level.

## PROGRAM DEVELOPMENT AND ADMINISTRATION

Answers to a group of questions covering program development revealed that a few institutions had experimented with different approaches before settling on the program presently in operation, while others made false starts and terminated a program before developing the one currently being used. In most instances, however, the program in effect was the institution's first formalized effort and, in many cases, was initiated only within the last year or two. Forty-four institutions had been providing formal retirement preparation assistance for two years or less, 22 for three or four years, and 28 for five or more years. Just 7 institutions had been running a program for more than ten years.

Responsibility for the retirement preparation function and program development was given to the Personnel Office in 71 institutions. At the other 23 institutions which gave this information, the responsibility was placed with some other administrative unit, the Business Office or the President's Office for example, or was handled by a district or system office dealing exclusively with retirement matters. Typically, the individual directly responsible for the program was the Personnel Director or other Personnel Officer. In cases where retirement preparation was centrally administered, the district or system had a representative in charge.

A handful of institutions contracted outside specialists to develop and run their programs, and two schools gave these responsibilities to faculty members skilled in this area.

Sixty-four institutions developed their own programs with little or no assistance from the outside, while 31 schools worked closely with an outside organization or independent consultant during program development. One institution did not specify how its program was developed. In 24 of the 31 cases where development was a joint effort, the college or university had the principal role.

In most of the 88 institutions that were entirely or mainly responsible for developing their own programs, the Personnel Office did all or much of the work. A few schools were fortunate to have expert assistance on campus, such as a gerontological specialist, and used this talent. The 7 institutions that employed outside people to develop their programs called on a private retirement preparation organization (4 cases), a retirement office in the state government (2 cases), or a consortium (1 case) for this service.

The individual directly in charge of the program rarely gave more than a small proportion of total work time to it. At the 88 institutions which reported this information, the program director devoted less than ten percent of work time in 46 instances, between ten and twenty percent in 23 instances, and over 20 percent in 19 instances. At only 2 colleges did the director work full-time on the program.

## PROGRAM PARTICIPATION

Most institutions with programs reported that they offered the retirement preparation assistance to all employees. Only a handful excluded specific groups of employees. As discussed earlier, sixteen had separate programs for different employee classes. Overall, 91 of the 96 colleges provided for faculty participation, one did not, and four did not give this information. Administrators and other professionals were included in programs at all but 4 of the colleges, including two that did not respond to the question. Clerical and secretarial employees were excluded by three institutions, and three others failed to answer. Maintenance and service staffs participated in the program at 88 colleges, were excluded from four, and were not reported on by the other four.

Participation was almost always voluntary. Eighty-nine of the 95 institutions reporting this information indicated that employees chose whether or not they would participate. The other six reported that they specifically requested participation by eligible staff members.

Two survey questions covered the age ranges of program participants. One asked the age at which employees first were eligible to participate; the other sought the average age of participants at the time they began their participation.

In general, the retirement preparation programs were open to employees within one to ten years of normal retirement age. Employees with longer periods remaining in their expected work careers rarely were invited to participate because of the widespread belief that retirement still is too distant for them to be strongly motivated to plan for it. (On the other hand, gerontologists and other experts have argued that ten years is too short a period to prepare effectively for retirement, particularly if special financial planning needs to be started. Programs restricted to employees in their final year or two of work have been especially criticized because they do not allow a realistic period to implement plans made as a result of participation.) Forty-five institutions reported their minimum eligibility age for the program to be between 55 and 60, and 16 indicated an age between 61 and 64.

Some of the colleges followed a more flexible age pattern for participation and opened the program to younger employees. Twenty-seven institutions invited employees who were below age 55, including seven that welcomed all employees regardless of age. Eight institutions did not furnish information about the age of eligibility. Possibly because many more public than private colleges have normal retirement ages below 65, 25 of the 27 schools providing retirement preparation assistance to employees younger than age 55 were public.

The institutions were asked to estimate the proportion of eligible employees invited to participate who actually do so. Eighteen institutions did not furnish this information. Among those giving estimates, the range extended from as little as 10 percent to 100 percent. Forty-eight institutions reported estimates above 50 percent, with 25 exceeding 80 percent. Thirty institutions gave estimates equal to or below 50 percent. A related question asked if the participation rate varied among different employee groups, and 53 institutions reported no variation, 35 indicated some variation,

and the other 8 did not answer. The most frequently cited variation, 13 reports, was a higher level of participation by non-academic employees; the second most frequently cited variation, 11 reports, was the opposite pattern of a lower level of participation by non-academic employees.

Participation by spouses also was examined. At 65 institutions, employees' spouses were invited to participate in the program; they were not invited at 29 institutions, and 2 colleges did not give this information. The proportion of invited spouses who normally accepted the opportunity to participate varied from institution to institution, but the majority reported acceptance rates below 50 percent and only 11 of the 65 schools indicated a rate above 50 percent. Several factors were cited as affecting spouse participation: time when the program is offered, since spouses who work may be unable to attend daytime sessions; number of cars in the family and availability of public transportation; site of the program, especially if the location is in a "bad" neighborhood; and, the degree to which spouses customarily attend other school-sponsored social functions.

## PROGRAM COMPONENTS

*1. Format.*

The institutions were asked a series of questions about the specific composition of their programs. One question inquired about the basic format of the program. Response indicated that many of the institutions operated multi-formatted programs. Forty-nine combined one-to-one counseling with group sessions, and 35 of these institutions provided supplemental reading material for participants. A group approach without one-to-one counseling was offered by 26 institutions, and 16 of them offered extra reading material. Sixteen institutions used one-to-one counseling exclusively, and all but one of them gave out reading material as well. Five institutions gave only partial information about program format and could not be classified on this variable.

A related question asked which single method was the institution's primary approach to providing retirement preparation assistance. Thirty-four institutions reported one-to-one counseling, 31 indicated lecture with question-and-answer period following, and 28 said small-group discussion. The other three institutions

relied on self-study by employees using materials distributed in group or individual counseling sessions.

*2. Program Frequency.*

The institutions were requested to elaborate on the details of the format each followed. The 65 institutions using one-to-one counseling varied the frequency and spacing of the counseling sessions. Fourteen had open-ended counseling in which employees could receive personal attention as frequently or infrequently as they wished. However, the reports suggested that this procedure often was more of an informal than formal arrangement. Forty-six of the institutions offered a specified number of counseling sessions: 8 had just one, 14 had two, 18 had three, and 6 had more than three. Those institutions having more than one session generally spaced the sessions three months or six months apart. The other five schools did not report on the frequency and spacing of their one-to-one counseling sessions.

The 75 institutions using a group approach also showed diversity in the format of their programs. Forty-one combined lecture and discussion, 19 used lecture without discussion, and 15 employed discussion alone. The number of group sessions in a program ranged from one to twelve. Eighteen schools scheduled just one session, 9 had two, 7 had three, 8 had four, 7 had six, 3 had seven, 6 had eight, and 6 had more than eight. Four institutions did not report the number of sessions. The spacing of sessions did not have quite the same level of diversity. Thirty of the 53 institutions having more than one session held them either one or two weeks apart. Eleven colleges ran sessions more frequently than one week apart, usually condensing them into one or one-half day, and 7 ran them less frequently, although never more than six months apart. Five institutions did not give this information.

*3. Group Size.*

The institutions following a group format were asked to estimate the number of people typically attending a session. The reports on group size varied from as few as five to over two hundred. The larger groups were most likely to participate in programs using a lecture format, while the smaller groups were in discussion-oriented programs. The average size of the groups attending lectures was 55, although this figure was much higher for programs with-

out a discussion component and somewhat lower for those including discussion. The average size of the groups participating in discussion-only programs was around 25, and only in a few cases did this number exceed 30.

*4. Program Content.*

Details were sought about program content, i.e., the topics discussed and the amount of time devoted to each, and 94 of the 96 institutions furnished this information. All 94 covered the institution's retirement benefits and/or Social Security, and 93 went into broader financial matters including some or all of the following subjects: sources and amounts of income and expenses, assets and liabilities, net worth, investment strategies and opportunities, budgeting, long- and short-term financial planning, liquidity of assets, ways to earn and save money, tax exemptions and advantages, consumer awareness, inflation, and protection against financial catastrophes.

Health care and legal affairs were the next most popular topics, each being part of 68 programs. Sessions on health looked into physiological and psychological aspects of aging, preventative health care, health maintenance, physical fitness and exercise, diet and nutrition, safety precautions and accident prevention, age-related diseases and physical problems, sexual activity in later years, depression, stress and tension, how to choose a doctor, Medicare and health insurance plans, and nursing care. Discussions on legal matters usually included when and how to seek a lawyer, legal preparedness for retirement, geographical variations in law, estate planning and trusts, wills, probate, power of attorney, guardians and conservators, contracts, business ventures in retirement, ownership, late marriages, frauds and quacks, and special consumer considerations.

Use of free time and housing considerations were covered in more than half of the programs. The topic of retirement activities commonly included the concept of leisure, how to relax, avenues for creativity and self-expression, arts and crafts, hobbies, travel and entertainment, volunteer services, part-time work, small-business opportunities, education, meditation and contemplation, and organizations for older people. The segments on housing covered such items as the decision to move or not to move, points to consider when choosing a location, retirement in foreign countries, retirement communities, types of housing, owning or renting, condo-

miniums and cooperatives, mobile homes, vacation or second homes, mortgages and other financial considerations, home protection, insurance, special housing designs for older people, nursing homes, and living with family or friends.

Attitude and role adjustments were topics included in 33 of the programs. In these sessions, the participants dealt with a variety of matters: the changing nature of retirement, myths and realities of aging, losses associated with the termination of the work role, new relationships with spouse and family, opportunities for growth and self-improvement, loneliness, boredom and inactivity, ways to achieve satisfaction and status in the retired role, and widowhood and preparation for death.

Some programs gave special attention to items other programs covered in a broader context. Ten programs included full or half sessions on one or more of the following: consumer affairs, volunteer services, employment opportunities, nutrition, emotional impact of retirement, and/or widowhood.

As reported by the institutions, the number of separate topics covered in their programs ranged from one to twelve. Twenty-four covered ten or more, 32 discussed from six to ten, 28 were limited to from three to five, and 9 covered only finances and health or finances alone. The amount of time devoted to a topic varied by topic and from program to program. Generally, a topic or a theme encompassing two or more related topics was allocated one to two hours in group meetings and one hour or less in one-to-one counseling sessions.

The institutions were asked which topic elicited the greatest amount of interest from participants. Financial affairs was the response given by 80 of the 89 schools that answered the question; 4 reported legal affairs and 2 indicated health. Employment opportunities, attitude and role adjustments, and retirement organizations each were named once.

*5. Other Features.*

The survey sought several other points of information involving the operation of programs. As to location, almost all sessions were conducted on campus. The majority were run during normal working hours. Most programs used outside personnel in some capacity. Ninety-four institutions held programs in campus facilities, and the other 5 hired a nearby conference center or meeting room in a local motel or hotel. Sixty-four programs were offered entirely

during normal business hours with employees being given released time to attend, 23 were run during non-working hours—20 in the evening and 3 on the weekend—and 6 were operated on a 50-50 shared-time arrangement between employer and employee. Seventy-four colleges employed outside specialists in some capacity and 20 ran programs entirely with their own personnel.

The major role of outside specialists was to provide technical expertise based on their knowledge of particular topics. Usually, they were used in group meetings; very few institutions involved them in one-to-one counseling. Specifically, outside people acted as resources in the following ways: in 55 programs, as lecturers or instructors; in 11 programs, as leaders or co-leaders of workshops or seminars; and, in 10 programs, as advisors or consultants. (In a few programs, outside personnel performed more than one of these functions.) In most cases, they were independent professionals such as lawyers, doctors, or psychologists; the others worked for firms specializing in this line of service or for organizations with strong interests in retirement and related matters, e.g., a representative from TIAA-CREF, the trust department of a bank, or the Social Security Administration.

## PROBLEMS WITH THE PROGRAMS

A question was asked about any significant problem(s) an institution had encountered with its program. Responses to this question suggest that most of the 96 programs have been running smoothly. Sixty-six institutions reported no significant problem, 22 indicated a problem, and 8 did not answer the question.

The type of problem commonly experienced was characteristic of new or young programs: low attendance, finding qualified people to act as leaders or resource authorities, obtaining worthwhile materials, insufficient funding, content not sufficiently developed, etc. The most frequently cited problem, "not comprehensive enough," was mentioned in 8 of the 22 cases.

## FOLLOW-UP AND EVALUATION

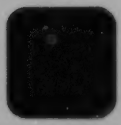
The final questions covering retirement preparation assistance dealt with whether or not the institution had procedures for re-

inforcing or refreshing information imparted during the programs and evaluating program effectiveness. Most of the institutions reported that they had no follow-up procedure. Half indicated that they made no attempt at program evaluation.

Sixty-four schools reported that they did not follow up on the program and 23 that they did. The other 9 institutions did not supply this information. Follow-up procedures were both active and passive. Eight schools had a program of one-to-one counseling to review topics covered in group sessions on a more personalized basis. Ten institutions ran refresher courses of some type, ranging from classes to reunion dinners. In a more passive vein, 7 colleges enrolled program graduates in national retirement associations, relying on these organizations to provide the follow-up service.

Formal program evaluation was not performed by 48 institutions, while 43 schools indicated that they did evaluate in some way. Five institutions did not answer the question. All but 7 of the 43 schools using evaluation methods relied on written or oral evidence from program participants. The others employed trained observers (4 cases) or had a committee review procedure (3 cases). Evidence collected from participants was mostly subjective, i.e., personal opinion, although a few institutions relied on objective measures, e.g., before-and-after comparisons of retirement information, plans made as a result of the program, and changes in attitude.

# CHAPTER IV: RETIREMENT PREPARATION PROGRAMS AT SELECTED INSTITUTIONS— FIVE CASE STUDIES



The retirement preparation programs at Brigham Young University, the University of Connecticut, Duke University, the University of Michigan, and Purdue University were selected for special attention and examined in detail during visits to the campuses.

## BRIGHAM YOUNG UNIVERSITY

*Program Development and Administration.*

In the early 1960's, Brigham Young University had not instituted a mandatory retirement age, and there had been some disagreements between employees and supervisors and between faculty and department heads over when someone should retire. The administration decided that an effort should be made to deal with the problems concerning the time when an employee should retire.

A Retirement Committee, composed of personnel from all levels, was formed to deal with the issue and to recommend solutions. This committee served as both a buffer and an advocate, and soon took responsibility for counseling prospective retirees. About the same time, committee members began to realize that they were being involved much too late in the employee's life to help him or her get ready for retirement if preparation had not already been started. As a result, interest in a formal retirement counseling program spread and, in 1969, the Retirement Committee started a program of evening dinner sessions for BYU

employees who were at least age 63. The dinners were designed to get near-retirees together so that they could receive useful information about retirement as well as learn that others were in the same situation with identical concerns and anxieties.

In 1972, BYU established an age 65 mandatory retirement policy. Soon afterward, the Retirement Committee began planning an expanded retirement preparation program with the support and encouragement of BYU's Administration. A three-part program was the result. As the first step, a retirement manual was prepared with the help of a special task force. It contains extensive data about life in retirement, treating such areas as finances, health care, leisure time, etc., and is given to every potential retiree. Secondly, a retirement training seminar was substituted for the preretirement dinner session. It was inaugurated in the 1976-77 academic year and is offered to all employees age 61 and older. As the final step, BYU's Benefits Office started an "early" education program to sensitize younger employees to the importance of starting financial preparation for retirement at an early age. This program consists of a sound/slide presentation which is used at departmental and faculty meetings. Retirement planning assistance is now an integral part of BYU's staff benefits program, and is recognized as such by the Administration and staff members. The present program is relatively new and experimental, and future changes are highly probable.

The Retirement Committee has overall responsibility for retirement preparation, and members run the entire program on a fairly small budget. Basically, it functions as an advisory unit to the Administration, which has the final word on all matters affecting retirement policy. The Personnel Director and the Manager of Employee Benefits serve on the Committee as part of their regular duties. The other members serve on a three-year basis. Committee members devote a great deal of time to the program and the work is considered a normal part of their responsibilities. Because their efforts are mostly voluntary, precise figures on the number of hours they actually devote to the program are not available.

*Program Participation.*

BYU allows every class of employee to participate in the program, and their spouses as well, and makes participation wholly voluntary. The philosophy underlying the eligibility decision was expressed in a statement by the program's director: "Each of our employees

is as important as the next, and no University program would ever impose an arbitrary class system."

As to the age for eligibility, the BYU Retirement Committee has set 61 as the target, which would give those planning to retire at 62, the earliest age at which one can begin receiving Social Security benefits, at least one year to make some preparations. The intention, however, is to lower the eligibility age step-by-step to reach people in their mid-40's. The average age of program participants has been 63, but now that a backlog of older employees has been served, a greater number of younger staff members will be participating.

The participation rate for employees has been very high, around 95 percent, but this figure includes attendance at the retirement dinners that were the core of the program until the seminar was introduced last year. The acceptance rate for the first seminar was over 90 percent. Spouses too have almost always accepted the invitation; their rate of participation also exceeds 90 percent—and they have been enthusiastic participants. The program gives considerable emphasis to involving both married partners in retirement planning.

*Program Components.*

Brigham Young University's program combines a formal retirement information seminar with one-to-one counseling that is more or less informal, i.e., the individual usually takes the initiative to meet with the counselor. In addition, each potential retiree receives the retirement planning manual as a self-study aid and for background material to use in the seminar.

The individual counseling is provided by the Manager of the Employee Benefits Division. Topics covered in these sessions always include income and benefits but are not restricted to the financial area. Frequently, the counseling ranges into leisure time activities, changed relationships with spouse and family, housing and location, and volunteer services, among other subjects.

A group seminar approach was adopted because it was considered the best method of getting people with common problems and concerns together in an interactive and supportive environment, and also because it is a practical and economical way of giving information to many people. The groups have been fairly large, around seventy people including spouses, mainly because of a backlog of eligible employees. As the program matures, group

size is expected to diminish. The seminar is run by the Retirement Committee, who chose this format because the former arrangement, combined dinner and class, proved to be an ineffective training instrument. The seminar is condensed into one half-day session covering four broad subject areas: finances, health, legal affairs, and personal financial management. Financial matters are emphasized and the seminar begins with a general session devoted to this subject; following this session the group breaks into smaller units to cover the other topics in concurrent workshops that are repeated twice. The seminar is run on campus in the afternoon in an area specially designed and equipped for meetings, i.e., a conference room and not a class room. The leader of the general session and all workshop leaders are BYU employees. A Social Security representative always makes a presentation. The Retirement Committee looks for leaders/lecturers who are people-oriented, sensitive to the special needs of older people, and skillful in public-speaking and working with groups.

In practice, the BYU seminar is both instructional and participative. Formal lectures are given in the general session, while in the workshops participants are invited to ask questions following short presentations and then to carry on discussions. Dialogues and exchanges among participants are common.

The program's major budget items are printing and materials. The lecturers and other resource authorities contribute their services, and the cost of released time for participants is absorbed by the University. Refreshments are served on the break but, other than this, little effort is made to embellish the program. Program promotion also has been kept to a minimum, although special invitations to participate are issued and all deans, department heads, and supervisors are requested to encourage the people under their direction to accept these invitations.

*Program Follow-Up and Evaluation.*

Brigham Young University provides personal counseling for "graduates" of the seminar who feel they need this additional help. All seminar participants are requested to complete an unsigned evaluation questionnaire intended to assist the Retirement Committee in discovering areas where improvements could be made. So far, the participants have consistently rated the program highly. In addition, Retirement Committee members regularly sit in on the seminar and workshops to form personal opinions.

*Program Development and Administration.*

The University of Connecticut's retirement preparation program was developed in the Personnel Department, with the principal mover and contributor being the officer in charge of staff benefits. This officer's regular duties brought him into frequent contact with University employees nearing retirement, and over the years he became increasingly aware that these people needed assistance in long-range planning for retirement. In 1970, when he was a member of a state committee on preretirement planning, he became more deeply involved with the subject and worked on the design of a program for University employees. That same year he recommended to the Administration that the University initiate a program, obtained the necessary approval, and completed the design with some assistance from experts in gerontology and other age-related subjects. In 1971, the University offered the program for the first time, and it has been running ever since. Although the program never has been formalized as a staff benefit, the Administration and employees alike have given it quasi-formal status by their continued support and interest.

The program is directed entirely by the Personnel officer. It has no permanent staff, nor a separate budget. The incidental expenses for printing, etc. are paid from the Personnel budget. The director has complete control over the program's format and content, and only a few changes have been made since the program's introduction in 1971. The amount of time the director devotes to the program each year represents less than five percent of his total work time.

*Program Participation.*

Age 45 was set as the earliest age at which a University of Connecticut employee is invited to participate in the program. The reason for this relatively young age is that the minimum retirement age for state employees is age 50 (with ten years' service) and the program's target group is people within three to five years of retirement. Employees younger than age 45 are welcome to participate if they have a special interest but otherwise are discouraged from applying. The average age of participants has been 55.

The program has had great success in attracting participants. The director estimates that close to 90 percent of the employees

who have retired from the University since the program's introduction took part in it. Participants are given time off to attend sessions. Spouses are invited to participate, but their participation has been lower than hoped for, somewhat below 50 percent. The low rate is attributable to the time of day when the program is offered —during normal business hours when many spouses cannot get away—and to the University's rural setting which is quite some distance from the homes of many employees.

*Program Components.*

The University of Connecticut's program involves a group approach supplemented by one-to-one counseling. One-to-one counseling sessions usually follow the group meetings and are intended to personalize information imparted in them. They have the specific purpose of covering University benefits and insurance, although the range of topics covered is often much broader.

The group format is lecture with a question and answer period afterwards. This approach is particularly well-suited for the large groups of 100 or more that participate. Usually, discussions between the lecturer and participants, as well as among participants, follow the questions and answers. The group segment comprises five sessions given one-week apart, each running approximately two hours and devoted to a separate topic: income and benefits, estate planning, physical and mental health, legal affairs, and use of leisure time. The meetings are held on campus during regular working hours in a large meeting hall. The director hopes to expand the program to cover some of the less pleasant aspects of retirement, such as loneliness and boredom, even though he feels these topics are not easy to work with and less appealing to participants.

Other than the program director, lecturers usually are outside experts, chosen with considerable care. They must have knowledge of the subject matter, of course, and also be effective public speakers and skillful at handling large audiences. Empathy with the circumstances of older people is a necessary attribute. Speakers are asked to donate their time.

*Program Follow-Up and Evaluation.*

The University of Connecticut also makes one-to-one counseling available for those who complete the group sessions and believe they need more personalized assistance. The program director de-

cided against having participants make evaluations since they are so overwhelmingly favorable as to be virtually useless in identifying areas that need improvement. Informal feedback has indicated that the program is considered pertinent and useful, although somewhat deficient in covering the unpleasant aspects of retirement.

## DUKE UNIVERSITY

*Program Development and Administration.*

At Duke University, retirement preparation assistance is a recent development. In 1972, a newly appointed director of the University's Personnel Department, a strong believer in the need for retirement preparation assistance, assigned a member of the Training Section the job of studying the feasibility of designing and implementing a retirement preparation program for University employees. Following eighteen months of research and preparation, she put together a pilot program and completed a manual for program leadership. This pilot program was conducted for University employees in 1973, and feedback was so favorable that the Personnel Department decided to offer the program on a regular basis.

In 1974, the Administration on Aging awarded Duke a three-year grant to test and perfect the model using Duke employees as subjects. During the term of the grant, responsibility for conducting the program was shared with the Personnel Department by the Duke Center for the Study of Aging and Human Development. The grant expired in 1977, and the Office of Continuing Education has been made responsible for administering and running the program. Plans are underway to offer the program to the community at large as well as to Duke staff members.

*Program Participation.*

Duke set 55 as the earliest age for program eligibility but, because of a backlog, has not yet invited employees below age 63. Since the program was the basis of a research project, its design and organization are highly structured and there has been a firm limit on the number of participants. In addition, the program is intended to address the needs of a particular age cohort of potential retirees rather than overlapping cohorts, taking into account the likelihood that people one or two years from retirement will have a different perspective than those seven or eight years away. The average age

of participants has been about 69 for the faculty and professional group and 64 for the other group.

Duke operates one program, but does split employees into two separate groups according to the retirement system to which they belong. In essence, this arrangement separates faculty and professionals from the rest of the employees. The part of the program devoted to staff benefits is different for each group, but the remaining material is the same. The manner in which subject matter is covered varies somewhat, however, because the separation by retirement system is, in effect, also a division along educational attainment. Material is presented on a more abstract level in the sessions for faculty and professionals. In the program's first year, publicity was used to gain attention—television exposure and occasional articles in campus and local newspapers—but interest grew so quickly that all promotion was stopped to avoid a situation of having to turn away people attracted by the publicity.

The participation rate for faculty and professionals has been slightly lower than that for other employees. The program director believes the reason for the difference is that the program was initially viewed as being oriented toward non-academic employees and this image, although fading, still lingers. Spouse participation has been at a level only about half that of the employees, mainly because many invited spouses have had jobs of their own and could not get away. Special attention is given to seeing that spouses take an active role in the program and in planning for retirement.

*Program Components.*

Duke's program has small group discussions as its core and also involves personal counseling on a semi-formal basis. Audio-visual presentations, worksheets, supplementary reading material and formal lectures are part of the group discussion sessions. Each session opens with a presentation by an expert in the topic under consideration. Following this presentation is a question and answer period, after which the authority leaves and the group begins a discussion of the topic under the direction of the program leader. The discussion proceeds without the expert present because it is feared that his or her presence could disrupt the normal dynamics of the group and impede open discussion.

The group segment consists of ten sessions, each running from two to three hours. The sessions are held on campus and are spaced about one month apart. This arrangement is designed to

give participants enough time to absorb material and to prepare for the next session. It also makes scheduling easier. There is a deliberate order to the sessions. Emotion-laden topics are dealt with only after mutual trust and group cohesiveness have developed. Occasionally, a session will be held in the evening but the usual pattern is to conduct them during regular working hours.

The average size of a group is between 15-20 people. If a participant has a unique problem that others do not have or is reluctant to discuss a personal matter in public, one-to-one counseling with the program director is arranged. In addition, individuals are invited to seek personal counseling between meetings or even after the group segment is completed. If the program director is unable to deal with a personal matter effectively, the individual will be referred to someone who can.

As would be expected with ten sessions, the program is comprehensive. The topics covered include Social Security and Medicare, the University's retirement benefits, budgeting, estate planning, legal affairs, consumer awareness, physical and mental health, housing and living arrangements, role relationships, hobbies and crafts, other leisure time activities, employment opportunities in retirement, and organizations for retired people. The major emphasis is on finances.

Leadership skills are especially important in the Duke program, particularly the ability to direct group behavior, because cohesiveness and free exchange in the meetings are critical to its success. Consequently, the program director must have an aptitude for working with and leading adults. Knowledge of specific topics is less important for the director but essential for the lecturers or resource authorities. Most of these experts come from the Duke community, and recruitment has not been a problem, nor has training them, because they generally are accustomed to public speaking and large audiences.

The social dimension is important in the program and substantial time is given to establishing a solid foundation to support a high level of group interaction. Icebreaking techniques are employed as are other methods of creating a close group.

*Program Follow-Up and Evaluation.*

The Duke program includes the opportunity to take a refresher course, i.e., repeat the group sessions, and to receive one-to-one counseling. Program evaluation has been particularly systematic

and comprehensive since it was a condition of the research grant. Information gain, behavior, and attitude changes were measured by an experimental technique using test and control groups. Results of the experimental evaluation indicate that program participants adjusted to retirement better than the control group in terms of health ratings, life satisfaction, emotional adjustment, and social interaction. In addition, the participants complete an evaluation questionnaire. Feedback from participants, including informal reports, has been highly positive.

## THE UNIVERSITY OF MICHIGAN

*Program Development and Administration.*
Formal retirement preparation assistance was first offered to employees by the University of Michigan in 1969. Prior to 1969, no real interest in this kind of assistance had been expressed by the employees or the Administration. The major impetus came from Woodrow Hunter, a pioneer and outstanding contributor to the research and literature on the subject of retirement preparation. He approached the Administration on his own and convinced them to initiate a retirement preparation program for employees. Mr. Hunter was then conducting retirement preparation programs based on his own model for outside groups through UM's Institute of Gerontology.

The Hunter model was adopted virtually intact for the University's program, and very little development work was necessary before its introduction. Responsibility for the program lies with the Office of Staff Benefits and the Training Section of the Personnel Department, although Mr. Hunter and others at the Institute of Gerontology have provided considerable assistance and direction. Over the years, some minor changes in program organization and content were made, but its basic format, small group lecture and discussion, has remained the same. From 1969 to 1974, only the professional/administrative, clerical, secretarial, maintenance and service staffs participated; a separate program for faculty was introduced in 1974 as the result of expressions of strong interest by this group in response to a survey questionnaire.

The two programs are similar in format (group-based) and content, but differ in the level at which material is discussed and

in the emphasis given to certain subjects. In addition, the resource authorities, i.e., experts, used during the various sessions tend to play a larger role in the faculty program, which has a greater amount of discussion and exchange. UM adopted the two-program approach for several reasons: (1) the financial concerns of each group were expected to be different, in part because faculty salaries were generally higher; (2) a certain degree of social distance was anticipated between the two groups because their interests and experiences were so different, and this might inhibit exchange of information, the core of the program; and, (3) classroom responsibilities prevented the faculty from attending a program run during normal working hours, while other employees with more flexibility in their work schedules might not have found evening or weekend sessions so attractive. UM's experience with separate programs has been favorable, and the participants in each program usually have formed fairly cohesive units and taken active roles in the group discussions.

The direct costs of the University of Michigan's programs are shared by the Staff Benefits Office and the Personnel Department, although neither carries it as a separate line item in the budget. The major expense is the salaries of the programs' leaders or facilitators, as they are called, who are University employees. The costs of printing and materials have been small, and just a few of the resource authorities receive honorariums. Released time for the non-instructional staff who attend—the instructional staff participate on their own time—is charged to departments sending people.

*Program Participation.*

The target age for an invitation to the University of Michigan's program is 55. This age was selected as the most reasonable given the normal retirement ages of 67 for faculty and 65 for other employees. The program director thought that ten to twelve years was more than adequate time to make and carry out retirement preparations. The average age of participants has been 60.

The acceptance rate has never been calculated for the program because there has always been excess demand. Spouse participation also has been good, especially for the spouses of faculty. The program stresses active participation by spouses. Realizing that retirement raises many new areas for discussion between spouses and that termination of the work role usually means a significant increase in other roles, including that of spouse, the program leaders

consider joint planning by husband and wife to be essential to effective preparation.

*Program Components.*

The initial program at the University of Michigan was a facsimile of Woodrow Hunter's group model. Over the years, the basic format—lecture followed by discussion—and content have remained the same, but some structural changes have occurred. Although each session still opens with a formal presentation and concludes with a group discussion of the topic, lecture is not stressed quite as much as in the past and the program leaders and resource authorities deliberately downplay the instructor role and try to participate as simply other members of the group. Group size is limited to 30 people to permit more open expression of ideas. In addition to the group approach, the University for some time has offered individual counseling to deal with personal retirement matters, almost exclusively pensions and other benefits. This counseling is an informal procedure, initiated by the individual rather than the institution, and is not closely linked to the group segment. It carries an informal status because most employees choose to retire before the mandatory age of 70 and the institution is unaware of their plans until notified, which often is very close to the date of their retirement.

Both group segments, the one for faculty and the one for other employees, are comprised of eight sessions and cover approximately the same topics: Social Security and Medicare, the University's pension plan and other benefits, legal matters, physical and mental health, housing and living arrangements, financial planning, new roles, and use of leisure time. The faculty program emphasizes investment matters more strongly than does the other program. Sessions run about two hours each and are held in the evening and during the day on campus in rooms designed specifically for meetings of this kind. Audio-visual aids are used, and supplemental reading materials are distributed.

The program facilitators have considerable experience in the design, implementation and evaluation of training programs and thus are skilled in the art of dealing with older people in an educational context. Special efforts are made to keep the atmosphere informal and friendly and to get participants to interact easily. Every program starts with a welcome from an officer of the University and ends with a graduation celebration. The resource

authorities who make the presentations and participate in the discussions come from the local community and include some of the University's faculty and officers.

*Program Follow-Up and Evaluation.*
Each program participant has the opportunity to receive individual counseling just prior to retirement. Program evaluation is conducted through a questionnaire distributed to participants following each group session. The evaluations have been consistently favorable.

## PURDUE UNIVERSITY

*Program Development and Administration.*
Purdue University's experience with retirement preparation assistance for employees dates from 1972 when a program for the non-academic and non-professional staffs was initiated to deal with anticipated problems relating to the reduction of the mandatory retirement age from 70 to 65.

Purdue's Administration and the Clerical and Service Staff Advisory Committee both were moving forces in getting a program underway. Responsibility for program development and implementation was placed with the Personnel Department and the Staff Benefits, Payroll, and Insurance Department. A team from these two units designed the program. Leonard Z. Breen, a Purdue faculty member who died recently, was of great help to the team. He had conducted extensive research and made major contributions in the field of retirement preparation programming. The College and University Personnel Association supplied useful information, and the programs of a number of local employers were studied.

Considerable experimentation with subject matter and the manner in which it is presented has been done since the program's inception, but always within the context of the program's basic format of lecture and discussion. A separate but similar program for faculty and other professional staff was introduced in 1975. Again, the Administration was a prime mover, this time along with the Faculty and Staff Compensation and Benefits Committee, with the impetus coming from the success of the clerical and service staff program. Both programs have formalized objectives and are firmly

established within the institution's benefits system. Throughout the University, starting in the President's Office, there is a feeling of strong support for this assistance.

Both the professionals' program and the clerical, secretarial, maintenance, and service staffs' program cover the same material, with one exception. This exception is University benefits and insurance—participants in the different programs also are in separate retirement systems. The principal reason for the two-program arrangement is the belief that the people in the two groups have differing needs, especially with regard to financial matters. The arrangement has a drawback: considerably more time, effort, and expense are involved in running two programs than one. The director of the programs indicated, however, that interest in participating has been so great during the past few years that more than one program would have been necessary anyway. Each session of both programs is conducted twice, once during the day and then repeated in the evening.

Purdue University's Staff Benefits, Payroll, and Insurance Office and the Personnel Department share the programs' expenses. Actually, the expenses are absorbed rather than shared because specific costs are not separately identified. No personnel staff works exclusively on the program and most of the lecturers have donated their services. Expenses have been mostly for printing and supplies. Released time is written off by the University for those who attend the sessions.

*Program Participation.*

Purdue University established 55 as the threshold age for an invitation to participate in the programs, but has not yet worked down to it. Last year the age 58 group was invited for the first time. Age 55 was selected because it was the target age for most of the retirement preparation programs of other employers in the area around the University, but also with the recognition that younger employees might be too occupied with family obligations and careers to have a serious interest in retirement planning.

The participation rate has been around 40 percent, but lower for the faculty and other professionals, possibly because their program has been running for a shorter time than the one for the clerical and service staffs. Spouse attendance has been low at the day sessions but high at the evening sessions in both programs. The programs' director does not link the difference entirely to spouse

participation but has observed that the evening sessions tend to be much more spirited than the day sessions.

*Program Components.*
Retirement preparation assistance at Purdue University involves group meetings and personal counseling. Here, too, one-to-one counseling is an informal procedure, but one which is well-known and widely used.

The need for and frequency of one-to-one counseling is determined by employees. However, all deans and department heads are notified routinely about the people in their units who are within one year of retirement and are encouraged to urge them to seek personal counseling on retirement matters. The counseling is conducted by the Staff Benefits, Payroll, and Insurance Office, but is not restricted to benefits and insurance. Frequently, the counselor will visit potential retirees at their places of work rather than having them come to the office, which reinforces the informal standing of the counseling.

The group format, as well as the content of the five sessions comprising the full group program, resulted from the background research on the program. The basic format is lecture followed by a question and answer period. In addition, supplementary reading material is distributed to participants. This approach was selected because the planners anticipated large groups, at least during the first few years when there would be a considerable backlog of eligible employees. Each of the five sessions, which are held on campus one week apart, runs about two hours.

A number of different subjects usually are covered in a session, although each session has a central theme. The first session is an introductory exercise looking at retirement in general and the need to plan carefully for that time of life. The second session deals with Social Security and Medicare, the third with University benefits and insurance, the fourth with legal and other financial affairs, and the last with personal planning methods. The lecturers are drawn from the University community whenever possible. They are chosen for their knowledge and credibility in the subject area, and also for their public speaking skills.

A top administration official always speaks at the first session to demonstrate the University's support for the program. There is a systematic promotion plan for the program: deans and department heads are asked to encourage their eligible employees to attend and

articles about the program appear regularly in the school and employee newspapers during the enrollment period. Special efforts are made to keep the atmosphere at the sessions open and casual.

*Program Follow-Up and Evaluation.*
Purdue University does not have a follow-up procedure for its group sessions per se, but does offer one-to-one counseling on retirement matters to all potential retirees. This counseling may precede or be in lieu of the group component. At the end of each group session, the participants are asked to evaluate it on a checklist form. Evaluations have been highly positive.

## CHAPTER V: NON-PENSION BENEFITS PROVIDED FOR RETIRED EMPLOYEES

The questionnaire sent to the 2,800 colleges and universities also sought information about programs the institutions had for their retired staff members. The survey asked: Does your institution presently maintain contact with and/or assist former employees now retired? Eleven of the 2,210 respondents did not answer. Of the 2,199 respondents that did answer, 929 (42 percent) reported Yes, 1,219 (56 percent) reported No, and the remaining 51 (2 percent) indicated that their institutions had had no retirements as yet. Table 2 offers a breakdown by control, level, and size of the institutions which do help their retirees in some way. Nothing relating to the three variables distinguishes these institutions from those that do not assist or keep in touch with their retirees.

Table 2
Institutions Having Programs For Retired Employees
By Control, Level And Size

| | | Public | | | | | | Private | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | | 4-Year | | | 2-Year | | | 4-Year | | | 2-Year | | |
| | | Small | Medium | Large | Small | Medium | Large | Small | Medium | Large | Small | Medium | Large |
| 929 | | 10 | 93 | 177 | 21 | 72 | 57 | 192 | 221 | 55 | 25 | 5 | 1 |
| 100% | | 1% | 10% | 19% | 2% | 8% | 6% | 21% | 24% | 6% | 3% | 1% | * |

*Less than 0.5 percent

The 929 colleges and universities reporting programs for already-retired employees were requested to complete a series of questions about these benefits. The first questions covered the specific facilities, privileges, and benefits provided (other than those which were made available by the institutions to the general public). Seventy-nine percent (736) of the 929 institutions provided this data—84 percent of the public 4-year group, 80 percent of the private 4-year group, 72 percent of the public 2-year group, and 55 percent of the private 2-year group. Reports were made by checking a list of facilities, privileges, and staff benefits offered to former employees.

Table 3 shows the types of benefits provided by control and type of institutions. Library privileges, use of athletic and recreational facilities, and tickets to athletic and cultural events were made available by two-thirds or more of the schools. Continuation of group health insurance coverage and cafeteria or dining room privileges were reported by a majority, although the insurance sometimes was available for retirees only to age 65. Except for the opportunity to take courses at special rates, no other benefit was offered by more than 40 percent of the institutions. Data in this table indicate differences between the 4-year and 2-year institutions: proportionately more of the 4-year group made a particular item available in practically every instance.

The institutions also were asked which employee classes were eligible for each benefit item, and whether any charges were made. Tables 4A and B show this information. Breakdowns by institutional control and type are not shown because there were only minor differences along these two variables: proportionately fewer public than private institutions had no-charge arrangements while 2-year colleges were more likely than 4-year to offer a particular item to the non-teaching and non-professional staffs as well as to faculty.

Percentages in Table 4A show the proportion of institutions offering a benefit to retired employees in each of four work classifications. For example, of the 476 institutions giving information about eligibility (and charges) for athletic events and recreational facilities, all extend this privilege to retired faculty but only 82 percent include retired service workers. Percentages in Table 4B indicate the proportion of institutions charging or not charging former employees for the availability and use of an item. Percentages total 100 percent reading across. For example, 59 per-

Table 3
Proportion Of Institutions Making Facilities, Privileges, And Benefits Available To Retired Staff

| | | 4-Year | | 2-Year | |
|---|---|---|---|---|---|
| | Total | Public | Private | Public | Private |
| Athletics/Recreational Facilities | 69% | 73% | 71% | 54% | 59% |
| Cafeteria/Dining Room | 53 | 49 | 59 | 42 | 47 |
| Concerts/Dramatics/Lectures | 66 | 60 | 73 | 59 | 41 |
| Course Offerings | 42 | 44 | 42 | 33 | 47 |
| Library | 80 | 78 | 87 | 60 | 88 |
| Discounts, At Bookstores, Etc. | 27 | 25 | 34 | 8 | 29 |
| Children/Spouse Education | 24 | 14 | 34 | 8 | 29 |
| Financial Loans | 3 | 7 | 2 | — | — |
| Housing | 4 | 3 | 6 | — | — |
| Parking | 35 | 45 | 32 | 27 | 18 |
| Office/Laboratory Facilities | 20 | 30 | 19 | 4 | 6 |
| Secretarial/Clerical Assistance | 8 | 11 | 7 | 5 | 6 |
| University/Faculty Club | 20 | 35 | 16 | 3 | 12 |
| Social/Professional Clubs | 12 | 17 | 11 | 7 | 6 |
| Group Travel | 11 | 15 | 11 | 3 | 6 |
| Group Health Insurance | 63 | 77 | 57 | 54 | 47 |
| Group Life Insurance | 39 | 54 | 34 | 24 | 24 |
| Medical Counseling/Examinations | 2 | 2 | 3 | — | — |
| Medical Treatment | 3 | 2 | 4 | 2 | — |
| Infirmary/Hospital Facilities | 4 | 5 | 4 | — | — |
| Job Placement/Employment Counseling | 5 | 5 | 5 | 6 | 6 |
| Financial Counseling | 6 | 5 | 8 | 5 | 6 |
| Legal Counseling | 1 | 1 | 1 | — | — |
| Personal Counseling | 18 | 24 | 15 | 13 | 12 |
| | n=736 | n=236 | n=375 | n=108 | n=17 |

Table 4A
Proportion Of Institutions Making A Benefit Item Available To Retired Staff In Different Work Classifications

| | | Retired Faculty | Retired Administrators And Other Professionals | Retired Clerical-Secretarial Personnel | Retired Service-Maintenance Personnel |
|---|---|---|---|---|---|
| Athletics/Recreational Facilities | n=476 | 100% | 95% | 83% | 82% |
| Cafeteria/Dining Room | n=362 | 100 | 97 | 88 | 85 |
| Concerts/Dramatics/Lectures | n=451 | 100 | 96 | 83 | 82 |
| Course Offerings | n=285 | 100 | 95 | 84 | 83 |
| Library | n=537 | 100 | 95 | 83 | 81 |
| Discounts, At Bookstores, Etc. | n=180 | 100 | 92 | 73 | 73 |
| Children/Spouse Education | n=165 | 100 | 94 | 74 | 71 |
| Financial Loans | n=20 | 100 | 100 | 91 | 87 |
| Housing | n=27 | 100 | 79 | 43 | 39 |
| Parking | n=238 | 100 | 93 | 78 | 76 |
| Office/Laboratory Facilities | n=125 | 97 | 37 | 7 | 7 |
| Secretarial/Clerical Assistance | n=46 | 91 | 49 | 9 | 9 |
| University/Faculty Club | n=133 | 100 | 80 | 27 | 22 |
| Social/Professional Clubs | n=80 | 98 | 90 | 48 | 44 |
| Group Travel | n=77 | 100 | 90 | 78 | 77 |
| Group Health Insurance | n=405 | 100 | 96 | 89 | 87 |
| Group Life Insurance | n=252 | 98 | 96 | 89 | 88 |
| Medical Counseling/Examinations | n=15 | 100 | 88 | 50 | 50 |
| Medical Treatment | n=15 | 100 | 95 | 65 | 65 |
| Infirmary/Hospital Facilities | n=24 | 100 | 92 | 84 | 84 |
| Job Placement/Employment Counseling | n=32 | 94 | 86 | 75 | 69 |
| Financial Counseling | n=39 | 100 | 98 | 86 | 89 |
| Legal Counseling | n=6 | 100 | 100 | 83 | 83 |
| Personal Counseling | n=119 | 100 | 96 | 91 | 91 |

Table 4B
Cost To Retired Staff Of The Benefit Item Made Available

| | | Total | No Charge | Charge That Is Less Than For Present Staff | Charge That Is Same As Or More Than For Present Staff |
|---|---|---|---|---|---|
| Athletics/Recreational Facilities | n=476 | 100% | 59 | 1 | 40 |
| Cafeteria/Dining Room | n=362 | 100% | 6 | 1 | 93 |
| Concerts/Dramatics/Lectures | n=451 | 100% | 39 | 2 | 59 |
| Course Offerings | n=285 | 100% | 47 | 5 | 48 |
| Library | n=537 | 100% | 82 | — | 18 |
| Discounts, At Bookstores, Etc. | n=180 | 100% | 9 | 2 | 89 |
| Children/Spouse Education | n=165 | 100% | 37 | 1 | 62 |
| Financial Loans | n=20 | 100% | 5 | — | 95 |
| Housing | n=27 | 100% | — | 7 | 93 |
| Parking | n=238 | 100% | 68 | 3 | 29 |
| Office/Laboratory Facilities | n=125 | 100% | 88 | 1 | 11 |
| Secretarial/Clerical Assistance | n=46 | 100% | 85 | 2 | 13 |
| University/Faculty Club | n=133 | 100% | 24 | 16 | 60 |
| Social/Professional Clubs | n=80 | 100% | 29 | 1 | 70 |
| Group Travel | n=77 | 100% | 3 | 5 | 92 |
| Group Health Insurance | n=405 | 100% | 23 | 14 | 63 |
| Group Life Insurance | n=252 | 100% | 36 | 10 | 54 |
| Medical Counseling/Examinations | n=15 | 100% | 47 | — | 53 |
| Medical Treatment | n=15 | 100% | 33 | — | 67 |
| Infirmary/Hospital Facilities | n=24 | 100% | 17 | — | 83 |
| Job Placement/Employment Counseling | n=32 | 100% | 88 | — | 12 |
| Financial Counseling | n=39 | 100% | 85 | — | 15 |
| Legal Counseling | n=6 | 100% | 100 | — | — |
| Personal Counseling | n=119 | 100% | 84 | 1 | 15 |

cent of the 476 institutions giving information about charges (and eligibility) for athletic events and recreational facilities did not charge and 41 percent did.

Finally, the institutions were asked if they confer emeritus status on retired faculty and, if so, whether any of the items were provided only for faculty emeriti or if faculty emeriti received any other special considerations. A total of 587 institutions indicated that they confer emeritus status, and 127 of them offered retired faculty emeriti benefits or privileges not available to non-emeritus retired faculty. In most cases, the additional privilege was the use of an office or laboratory as well as the provision of secretarial or technical assistance and/or special parking privileges. A few institutions reported items not on the survey list, such as having one's picture displayed in a place of honor.

A second set of questions asked whether the colleges maintained direct contact with former employees and, if so, how this was done. Seventy-two percent (663) of the 929 potential responding institutions reported that they kept in touch with retirees, 7 percent (68) that they did not, and 21 percent (198) failed to answer the question. Very little difference by control or type of institutions was noticed.

The institutions indicated their methods of staying in contact with former employees by use of a checklist. Table 5 displays the data reported by 658 institutions. Entries are arrayed from most frequent to least frequent. The most popular means of maintaining contact was through the mailing of school or other publications, closely followed by contact in connection with pensions and other benefits and by invitation to return for school events. The remaining seven methods were employed in much fewer instances. Some variations by control and type of institution can be seen. For example, private institutions were more likely than public to: mail materials to retirees, including greeting cards; invite former employees back for school events; and, have school representatives write, call, or visit retirees from time to time.

Finally, the institutions were asked if contact with retirees was on a formal or informal basis and which office or department was responsible for this activity. Six-hundred-fifty answered the first part of this question and 628 responded to the second part. Three-quarters (487) of the institutions reported that the contact was on an informal or semi-formal basis; just 130 reported formalized procedures. One reason for the lack of formality is that two-thirds

Table 5
Proportion Of Institutions Maintaining Contact With Retired Staff

| | | 4-Year | | 2-Year | |
|---|---|---|---|---|---|
| | Total | Public | Private | Public | Private |
| Mailing of School or Other Publications | 74% | 64% | 81% | 67% | 80% |
| In Connection With Pensions and Other Benefits | 67 | 74 | 68 | 48 | 50 |
| Invitation to School Events, Such as Commencement | 62 | 45 | 72 | 64 | 65 |
| Holding Special Events for Retirees, Such as Dinners | 30 | 28 | 30 | 30 | 30 |
| Open Invitation to Return and Talk Over Things | 23 | 30 | 20 | 19 | 20 |
| Routine Updating of Personnel Records | 19 | 17 | 21 | 17 | 15 |
| Sending Greeting Cards on Birthdays, Holidays, Etc. | 14 | 6 | 19 | 10 | 35 |
| Having a School Representative Write, Call, or Visit | 11 | 6 | 16 | 6 | 20 |
| Sponsoring a Retirees' Club | 5 | 10 | 3 | 6 | — |
| Following Up on a Retirement Preparation Program | 2 | 3 | 1 | 2 | — |
| | n=658 | n=208 | n=342 | n=88 | n=20 |

of the schools maintained contact through more than one unit. In almost every case where one office coordinated all contact the procedure was formal. Usually, this unit was the Personnel Department; occasionally it would be the Business Office or the Public Relations Department.

# CHAPTER VI: RETIREMENT PREPARATION IN PERSPECTIVE

The population of the United States is growing steadily older. Today, the median age is 29.0; seven years ago it was 27.9. Projections have the median age rising to 34.8 by the year 2000 and to 37.8 by 2030. The birth rate and the fertility rate have been in steady decline for a number of years, while people in general are more healthy and long-lived. Life expectancy at birth has risen from about 68 years in 1950 to about 72 years today, 76.5 for women and 68.7 for men. Almost 23 million people are age 65 or older, and the figure is increasing at a rate of more than 1,000 per day. In 1977, about two million people will turn 65. By the year 2000, the population age 65 or older is expected to be about 30 million; as a proportion of the total population, this older group will approximate 12 percent, a significant increase over the 1970 proportion of 9.8%. By the year 2030, the number of people age 65 or older is expected to exceed 50 million and comprise about 17 percent of the total population. The sharp rate of growth in the older population has (and will) place increasing strains and demands on society's resources and support systems.

Those who are in the older U.S. population groups (recognizing that "older" is a somewhat subjective and arbitrary designation) have experienced and have survived some turbulent times: two world-wide wars and two smaller-scale conflicts, the Great Depression and several recessions, and the emergence and spread of a highly technical, specialized, organized, and urbanized society. Change has filled their existence. Yet, after being called on to

demonstrate adaptability, independence, and productivity all their lives, older people frequently are forced into passive, non-productive roles once they cease working. That is not to say the older population is a homogeneous group. They are as diverse and differentiated as any other age group. However, at retirement (either mandatory or voluntary) a person's options in many areas of life can be reduced dramatically and become progressively fewer with the passage of time. Without adequate preparation for this situation and without foreknowledge of likely retirement circumstances, individuals can find retired life to be a disturbing and, possibly, unpleasant experience.

A realistic and comprehensive retirement preparation program can facilitate the transition from worker to retiree by giving prospective retirees and their families useful information, helping them to develop an emotional readiness, and stimulating them to make and carry out worthwhile plans.

## WORK AND RETIREMENT

Work is one of the most significant human activities. It gives people the opportunity to be productive and creative, brings personal and financial rewards, and provides a network of social contacts. Work equates with independence, accomplishment, prestige, and a defined position in society. Moreover, it organizes life and provides a tight framework for daily existence. Suspension or termination of work can seriously disrupt one's life and eliminate a principal source of status and satisfaction.

In contemporary society, one who lives the average life span can expect sometime to retire, be retired, or be affected by retirement. Retirement has become an institutionalized aspect of society, almost a commonplace event, but this was not always so. In many respects, retirement is a phenomenon unique to the twentieth century. Prior to this century, most workers continued working until they died or were no longer physically able, but the interplay of several factors brought about what J. Roger O'Meara, formerly of The Conference Board, has termed the "retirement revolution." These factors were: government programs, Social Security in particular; actions by business organizations and unions resulting in shorter work careers and greater economic security; medical advances and increased longevity; and technological and social ad-

vances which brought about drastic changes in work and leisure patterns.

Retirement may be viewed as a breaking point with the past—with former life styles, activities, friends, and colleagues—rather than as a normal part of the continuum of life, but this view would be mistaken. Retirement is now an accepted fact of life as well as a way of life.

## GROWING INTEREST IN RETIREMENT PREPARATION

Careful planning for major life events is not uncommon throughout most of life, but planning is frequently overlooked when it comes to retirement. People neglect to plan for retirement for a variety of reasons. Some are highly personal, such as an unwillingness to leave work or a lack of planning skills. Others are less personal and relate directly or indirectly to the absence in our society of institutionalized systems for retirement preparation assistance. Individuals are directed and influenced by society's institutions throughout the first three quarters of life—through school and the work years—and then it appears that they must enter and pass through the last quarter with considerably less institutional direction or support, Social Security, pension, and special programs for older people notwithstanding. While this statement may well be hyperbole, the director of a national retirement organization recently observed that people commonly devote more time and effort to planning a two-week vacation than to preparing for retired life, a period that might span two decades or more.

There is evidence that interest in retirement preparation has been growing on both the individual and institutional levels in recent years. The number of organizations providing retirement planning assistance has increased, as has the number of people seeking this assistance and the number of people enrolling in associations of retirees, such as the National Retired Teachers Association, the American Association of Retired Persons and the National Council of Senior Citizens. Also, coverage of retirement questions has expanded considerably in both technical and general readership publications, television, and other media. This interest is likely to grow because the four factors that were primarily responsible for sparking it are likely to become more intensified in the future. These factors are: 1) an expanding retirement ethic;

2) the changing circumstances of older people; 3) increases in the number of senior workers and the proportion of older people in the total population; and 4) heightened concern among employers for the welfare of employees.

*1. The Expanding Retirement Ethic.*

American society was greatly influenced by the work ethic during its first 300 years. This ethic is still a vital force, but in the last 50 or so years, as the six-day and then the five-and-one-half-day work week disappeared, a new ethic featuring leisure has emerged and exerted an increasing impact on society's institutions and individuals' value systems. Retirement as a social invention is one phenomenon of the leisure ethic, and has made a major impact on society in its own right. Social Security, Medicare, retirement communities, retirement organizations, and early or phased retirement practices are just a few examples of recent innovations that mark the growing influence of retirement as a social phenomenon.

People have not only been reorienting their values with respect to work, leisure, and retirement in recent years. They also have been coming to recognize retirement as a commonplace event and retired life as a distinct phase in the life cycle. Moreover, there has been growing realization that individuals should prepare for the experiences and responsibilities of retirement just as they would for any other stage in life. Fortunately, the myth that older people are rigid in behavior and attitudes has been debunked; considerable evidence exists to prove that people do not necessarily lose their ability (or passion) for learning new ideas and ways of doing things as they grow old.

*2. The Changing Circumstances of Older People.*

The status of older people in society has generally improved over the last thirty years. Robert N. Butler, Director of the National Institute on Aging, has written that the present and upcoming generations of older people are and will be more numerous, better educated, better circumstanced, more politically aware, and more demanding of their rights than any past generation. One strongly expressed demand of older people has been their bid for stronger support systems for people such as themselves who are outside the economic mainstream, including better assistance in preparing for retirement. Many factors have contributed to the changed circumstances of the older population. Some of the more significant are

longer life expectancies, improved standards of living, the waning of the extended family system, growth of social support programs, and greater acceptance of alternate life styles.

More people are living longer on the average than ever before. Statistics reported by the Bureau of the Census show the normal life expectancy at 65 to be about 18 years for a woman and 14 years for a man. In addition, longevity should continue to improve as a result of medical advances, better health and hospital care, and higher standards of living.

General economic progress, as well as Social Security and pension plans, has enabled older people to live more comfortably and independently than in the past. This is not to say that they are better off relative to the rest of the population; older people are, in fact, considerably poorer (an overall income level about half that of all other adults). As a group, however, their aggregate wealth and economic impact are substantial. Localized impacts can be great. For example, the Sun City retirement community in Arizona is estimated to contribute about $330 million annually to the state's economy, and its residents hold over 10 percent of all the state's savings accounts.

When the country's economy changed from basically rural-centered and agricultural to urban-centered and industrial, changes in the patterns of family living arrangements followed. A family system in which three or more generations live together in the same house or in close proximity became less and less common. Today, adults of different generations frequently live considerable distances apart in order to supply a dynamic economy with a mobile labor force. The population at all ages has become less reliant on the family and more dependent on other (non-family) systems and themselves. An increasing array of opportunities or options for obtaining assistance became available to older people, including Social Security and Medicare, pension plans, retirement organizations, retirement communities. More will probably be forthcoming.

Society's norms have changed with respect to life styles of older people. No longer is the "grandparent" role thought to be typical. Older people are increasingly seen and portrayed as active, involved, and creative individuals, due in part to the growing acceptance of leisure as a worthwhile pursuit for peoples of all ages—a challenge rather than an escape. Life styles are not as prescribed for older people as they once were. Retirees have as many, if not

more, options to choose from as when they were younger and working.

*3. The Large Number of Senior Workers.*
Approximately 20 million Americans are between ages 55-64, and many of them are employed. With respect to labor force participation rates of this group by age and sex, 6 in 7 men between ages 55-59 work, compared to 1 in 2 women. At ages 60-64, the proportion working drops to 2 in 3 men and 1 in 3 women. (In the 65 or older age group, about 1 in 5 men and 1 in 10 women work.)

The labor force participation rate for workers between ages 55-64 has been in a steady decline for over 25 years, a reflection of the combined influence of a variety of factors such as more liberal early retirement policies, growing reluctance of employers to retain older workers, and better benefits. The actual number of workers between ages 55-64 has grown appreciably during this period, however, because the number of people in the age group has increased. In 1950, the age 55-64 population numbered 13.4 million; by 1970, the total rose to 18.7 million, and today it tops 20 million. Continued growth in this age group is expected into the 1980's, at which point a drop will occur due to the low number of births during the years of the Great Depression. In the latter part of the 1990's and well into the next century, the "baby boom" cohorts of the 1940's and 1950's will make their impact on the over-55 population.

Expansion in the number of senior workers and the older population in general, along with increasing activism and influence on their part, has compelled the rest of society to pay closer attention to their needs and interests. As part of this new awareness, a greater appreciation of the importance of an orderly and organized retirement process has developed. Present efforts to raise or eliminate mandatory retirement ages, should they prove successful as seems likely, will intensify the attention being given to senior workers and retirement planning.

*4. Heightened Employer Concern for Employees' Welfare*
Employers have exhibited increasing interest in the broader aspects of employee welfare. The highly pragmatic and sometimes autocratic managerial style that characterized American industry for so many years has gradually given way to a more balanced and multi-

dimensional employer-employee relationship. In the wake of the change, managers have come to realize that workers do not necessarily find work intrinsically rewarding nor do they derive full satisfaction and motivation from remuneration alone. As a consequence, employers have turned increasingly to the social and personal dimensions of motivation and have become more sensitive and responsive to workers' needs, including those that have consequence after an employee leaves work. It is now commonly recognized that a retiring employee, even one with a substantial pension, needs more than a farewell dinner, a gold watch, and a pat on the back as he or she heads into retirement. This broadened employer interest can be traced to several factors.

Labor unions have been a major influence, of course. As labor unions grew in membership and power, they brought a new balance to the employer/employee relationship and exerted pressures to improve working conditions. The federal and state governments also have acted to limit the employer's role in controlling the work environment.

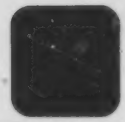
Impetus for change came from within management as well as from outside. Developments in management theory during the last thirty or forty years have emphasized the importance of social and personal factors on employee productivity, morale, and loyalty. Gradually these theories were integrated with established theories and practices, and managers (and potential managers) learned that the "economic man" theory of motivation no longer could solely explain employee motivation. Organizations began to pay attention to noneconomic motivators and to redefine the objectives and expand the scope of their benefits programs.

Another factor has been the dissipation of the American traditions of independence and self-reliance. The reality and complexities of modern society have eroded the philosophy that individuals are entirely responsible for their own destiny. It is widely recognized that some people cannot cope alone with the demands of everyday life, and various support systems have developed to help them function in society. Given this milieu, increasing employer involvement in aiding employees with a variety of personnel and benefit programs is not surprising.

The four factors just discussed are major reasons why interest in older people, retirement, and retirement preparation has been in-

creasing at a noteworthy rate during the last few decades. The literature dealing with retirement preparation, while by no means extensive or exhaustive, has been growing at a rapid pace also; the subject has been receiving coverage in both scientific and popular publications. A number of the reports and articles address the definition of an employer's role and responsibility in helping employees get ready for retirement.

# CHAPTER VII: DOES THE EMPLOYER HAVE A RESPONSIBILITY FOR RETIREMENT PREPARATION ASSISTANCE?



Individuals bear the ultimate responsibility to plan and prepare for their own retirements, and no employer should be expected to carry out this work for an employee. However, an employer can help an employee get ready for retirement by offering encouragement and guidance in designing and following through on an organized approach to retirement preparation. Gerontologists are in agreement that realistic preparation for retirement can reduce anxieties and correct misconceptions that people have with regard to retirement as well as facilitate the transition from worker to retiree with a minimum of friction and disruption.

The literature on retirement preparation programming offers differences of opinion as to whether employers should be providing this assistance. Opponents of employer involvement cite a number of other institutions that are better suited than business organizations to deal with retirement issues and problems, many of which are outside the work context. Schools and government agencies are frequently mentioned as more appropriate instruments. The major argument against employer-sponsored programs, however, holds that retirement preparation is such a highly personal matter that the individual must have ultimate responsibility for it. This view holds that an employer's responsibility to retired employees ends with the pension; all other retirement matters must be handled by individuals acting in their own self-interest.

Experience to date indicates that employers in general have

adopted a position of minimizing involvement in assisting employees with retirement preparation. A number of reasons underlie this action or, perhaps, lack of action. Such practical considerations as cost, absence of qualified staff, lack of expertise, and relatively few retirements have played a role. So too has the element of benign neglect: retirement preparation has never been a major social concern, so employers have not had a compelling reason to take an interest in developing programs nor have they been pushed to do so by workers or unions.

Proponents of active employer involvement in retirement preparation assistance base their arguments mainly on the difficulties and failures individuals have had in taking the initiative to plan for retirement. Many people drift into retirement unaware of the drastic adjustments in routine and life style that usually will occur. Others deliberately defer planning for retirement because they dislike or fear the idea of retiring with its connotations of old age, diminished capabilities, reduced social status, etc. Since individuals are often unwilling or unable to start planning for retirement, employer assistance is both useful and necessary. Another line of reasoning followed by this side holds that retirement affects many parties besides the retiree—spouse, family, friends, neighbors, and the employer are touched in varying ways and degrees—so the worker should not have to bear total responsibility for retirement preparation. In a similar vein, the employer has an economic interest to protect; a major goal of the staff benefits program of most organizations is to get employees to retirement in good health and with the promise of financial security for the years ahead. An employer, therefore, should do everything possible to minimize the risk of having this investment diluted.

*The Mercer Bulletin* of April 1976 titled "Preparing for Retirement" addresses the question of employer responsibility for helping employees prepare for retirement and summarizes the arguments on both sides. From this discussion and from other sources, a number of specific arguments emerge regarding direct and active employer involvement, arguments for and against.

*For:*

1. Many employers set and endorse a mandatory retirement age, thereby removing some of the employee's choices and freedom. For individuals who do not want to cease working, compulsory

retirement can be traumatic and disruptive. Research findings have shown that people forced into retirement usually are less prepared for it and are often more dissatisfied with their lives after leaving work. Since employers create a situation for potential problems for employees, they should accept some responsibility in mitigating or avoiding its harmful effects. Legislation to raise or drop mandatory retirement ages could alter this argument, of course, but might result in heightened interest by employers and employees alike in establishing counseling programs which help individuals to understand the retirement options they have in life.

2. Employers increasingly have been supporting, if not encouraging, a trend towards early retirement, principally because it creates opportunities for younger workers. This has created situations in which older employees must make a decision on the option to retire early, but in many instances are not adequately prepared to make a sound decision. Retirement preparation programs can help them to decide rationally about their available options.

3. Employers acknowledge a financial responsibility to their retired employees by providing them with pensions. A question arises as to whether the responsibility to retirees begins and ends with financial assistance. A retirement preparation program is a concrete way for employers to enhance their financial investment in employees, as well as to demonstrate concern for their quality of life.

4. An organization's former workers have a definite impact on its corporate image. The physical, emotional, and financial condition of a company's retirees reflect not only the quality of its benefits program but also its level of concern for the general well-being of employees whether they are active or retired. An employee benefit program that includes assistance in retirement planning can serve to minimize situations in which poorly circumstanced, unhappy retirees could damage an organization's image.

5. Retirement preparation programs can be of direct benefit to employers in other ways besides an enhanced corporate image. If a program improves the morale of older employees, they may become more contented and productive. Younger workers can be positively influenced as well, since most will realize that the treatment of older colleagues is the treatment they can expect some day themselves. Recruitment and retention may also be improved by a program.

6. Certain humanistic considerations apply. Practically everyone will benefit from life planning assistance no matter what age they might be. Yet, training and counseling programs seem almost universally to be for the benefit of younger workers, and older employees have limited or no opportunities in these programs. A retirement preparation program may balance this situation somewhat and perform a social good at the same time.

7. A retirement preparation program can be an effective instrument for communicating information about pension and other benefits to employees, a factor especially important to employers affected by the Employee Retirement Income Security Act.

*Against:*

On the other side, specific arguments may be cited to support the view that employers should not assume an active role in helping employees prepare for retirement.

1. Retirement preparation is a highly personal matter and employers have no business getting involved in the personal affairs of employees.

2. Retirement is more an extension of one's leisure activities than of one's work. Employers have no responsibility for the concerns of employees which are outside the work context.

3. Employers take on risks when advising employees in non-work-related areas. Should something go wrong because of plans made as a result of participation in retirement preparation program, employers may be blamed even though they had no direct involvement in the actual planning process.

4. Employers should not initiate the involvement of individuals in unpleasant matters and, since many people dread retirement employers may seriously disturb employees by inviting them to participate in a retirement preparation program.

5. Some employers do not have the financial or personnel resources to develop and administer a worthwhile retirement preparation program. In such cases it is probably better that no program be offered rather than run one which may be weak and incapable of fulfilling employees' expectations.

6. Retirement preparation programs are costly and time-consuming, and there is not much hard objective evidence to prove that they have a positive effect on employee morale, job performance, retention, and attitude toward the employer.

7. Retirement preparation programs could create resentment

rather than appreciation among employees should their purpose be misconstrued as paternalistic or, worse, subtle pressure to retire.

At present, few organizations provide any retirement preparation assistance for their employees and fewer still sponsor programs that could be considered comprehensive. However, employer interest in helping employees prepare for retirement is growing according to two recent surveys, one by The Conference Board in 1974 and the other by the University of Michigan-Wayne State University Institute of Labor and Industrial Relations in 1975.[1] The growing interest is attributable to a variety of factors, some of which were discussed in the previous section of the report—increased numbers of older workers (and retirees), an expanding retirement ethic, heightened employer involvement in employees' personal affairs, and the changing circumstances of older people. Some related factors are increased corporate acceptance of concepts of social responsibility, a trend toward early retirement and the use of other human resource options, and the increasing influence of associations of retired persons and other organizations representing older people. Nevertheless, managers and personnel specialists in general are neither well-informed about retirement preparation programming, nor fully aware of the positive effect these programs can have.

Employers that have decided to offer retirement preparation assistance to employees have had to decide how far the program should go. Certainly an employer's role should not stretch to the point of telling employees what to do or how to do it. The most that should be expected of employer involvement is help in gaining awareness of likely retirement circumstances and assistance in setting realistic goals. The more comprehensive the coverage of essential aspects of retirement living the better the program will be.

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[1]O'Meara, J. Roger, *Retirement: Reward or Rejection?*, The Conference Board, Inc., New York 1977.

Prentis, Richard S., *National Survey of Fortune's 500 Pre-Retirement Plans and Policies*, Institute of Labor and Industrial Relations, University of Michigan-Wayne State University, Ann Arbor and Detroit 1975.

# CHAPTER VIII: APPROACHES TO PROVIDING RETIREMENT PREPARATION ASSISTANCE

Most, if not all, retirement preparation programs have as an overall goal one, two, or all three of the following objectives: 1) instruct participants about likely retirement experiences and circumstances; 2) improve participants' attitudes toward aging and retirement; and, 3) motivate participants to make and carry out retirement-related plans. These programs are a form of anticipatory socialization with the primary purpose of seeing that people are not caught unaware and unprepared for retired life. They are designed to help individuals and couples understand the aging process, become aware of problems that might occur after leaving the work role, learn where and to whom to go for direction in dealing with these problems, and develop skills for setting realistic goals.

Retirement preparation programs are offered in a variety of different forms, but five distinct approaches can be identified: 1) one-to-one counseling; 2) media utilization; 3) lecture (usually including a question and answer session); 4) small group discussion; and, 5) combined lecture and group discussion. Quite a few programs use more than one of these five approaches.

*1. One-to-one counseling.*

Individual counseling is the most common approach to employer-sponsored retirement planning assistance, partly because it is a relatively simple and expedient method but also because it is the traditional procedure organizations have adopted to deal with personal matters involving employees. Many organizations are

still unaware or uninterested in other, more recently developed approaches.

Typically, one-to-one counseling programs run as follows. At a time fairly close to the date of retirement an employee, and occasionally the employee's spouse, will be invited to meet with a representative of the organization to discuss benefits, insurance, and sometimes other subjects pertaining to retirement matters. Some organizations extend the possible range of topics quite broadly but, as this and other research has found, most restrict discussion and assistance to financial matters and basic health insurance data. Only a small proportion of programs go beyond these two topics to cover such areas as legal affairs, leisure time activities, role and life-style adjustments, living arrangements, and preparation for death, and very few include all of these subjects. The tendency in this counseling is to avoid potentially risky areas such as investments, life-style adjustments, and living arrangements to prevent the employer from being held accountable for bad advice or being charged with intruding into the personal lives of employees.

Just as the scope of one-to-one counseling programs varies, so too does the depth and quality. The counseling can range from a single, brief meeting very near the expected date of retirement to a series of intensive interviews with different counselors, each an expert in a specialized area, beginning some years prior to retirement and running to the time the worker leaves. The knowledge, expertise, and communicative skills of the counselor(s) will affect the quality of assistance given. Most organizations use in-house personnel to conduct counseling sessions but, unfortunately, while many have trained counselors few have people qualified in areas relating to retirement. Moreover, only a handful of organizations are willing to contract outside specialists for this work because of the time, costs, and risks involved.

One-to-one counseling has three major advantages. First, the assistance is personalized, and the counselor and employee can discuss specific examples and circumstances. Second, the approach affords privacy, and any sensitive matters that are brought up can be discussed openly. Finally, the method is convenient, although possibly expensive, for the employer because it can easily be integrated with other counseling or training functions. The principal disadvantage of this approach is inconsistency in scope, depth, and quality due to lack of consensus regarding the topics that

should be covered and unevenness in the skills and training of counselors.

*2. Media utilization.*

This approach may be considered a variation of one-to-one counseling with videotape cassettes, manuals, or the like substituting for the counselor. The major difference is that communication is one-way and information cannot be personalized. A certain degree of impersonalization might be preferred if it reduced employee distress or resentment about being singled out for retirement assistance. Usually, however, lack of personalized attention suggests an approach that is abstract and, perhaps, too general for individual cases. Another drawback of reliance on media instruments is the absence of control over whether or not the individual views, listens to, or reads the material. No program can be helpful if the information is not received, and media utilization is a highly uncertain method of transmitting data. Moreover, it is a passive approach with little active involvement required of the individual.

Although perhaps not adequate by itself, media utilization can be very effective when used to supplement another approach. Video-tapes and printed material are good ways of introducing a subject or to follow up on something. They are strong sensitizers and potent reinforcers. In addition, media provide a ready access into the home, permitting information sharing with family members, which should be a normal part of the retirement preparation process anyway.

The form(s) of media used as well as the particular item(s) will vary among programs. There are a number of excellent publications of both a technical and popular nature, and some high quality slide, videotape and audio tape presentations have been prepared. Few individuals can view a retirement preparation production at home given the current state of technology and cost of video-play systems, but television occasionally carries a show on the subject. A ten-program series titled *Ready or Not*, produced by the Manpower Education Institute in New York City, has been shown on a number of public broadcast networks, and the same material is available in videotape and video cassettes. Many employers do have video-play equipment for in-house training and study.

***Group approaches.*** The other three approaches involve people

preparing for retirement in a group setting rather than in one-to-one counseling sessions or alone. A group approach has certain advantages over the other two methods. The most significant, at least to the employer, is economy of scale. An organization will find it much easier and cheaper to deal with 25, 50, or more people simultaneously than to work with them individually. Other advantages include the support and comfort group members derive from finding and interacting with others in the same situation with similar concerns, the sense of program formalization and organization that the group process engenders, and the effects of group dynamics on learning situations, i.e., higher levels of verbalization, dialogue, and retention.

Group-based programs can have disadvantages as well. Over generalization and lack of personalization are constant dangers, particularly when the group is large. The group environment makes it easier for people not to express their concerns or viewpoints, either because they prefer the anonymity of the group or because they do not get or take the opportunity. These disadvantages can be mitigated if the group approach is integrated with one-to-one counseling. In addition, group programs sometimes have a problem with focus and direction. Usually, it is helpful to know certain facts about the composition of a group before starting the session(s), e.g., age, sex, marital status, salary levels, job classifications, outside interests, etc., which enables the program director to set an appropriate tone and level of sophistication. Some organizations do collect this data, but very few go beyond that point to obtain information about participants' attitudes with regard to retirement or about what they need or want to learn. As a consequence, the content and objectives of some group programs may not match the needs and objectives of the members.

Many experts in the field of retirement preparation programming consider the group approach to be the most effective one. Besides being economical and efficient, a group program offers a setting with a certain degree of preferred anonymity as well as emotional support that are missing in one-to-one counseling. Moreover, group programs often are better organized and more systematic, and they frequently cover a broader range of topics, although perhaps not in greater depth or more expertly. In addition, they lend themselves to the use of outside specialists, who bring skill and professionalism with them.

*3. Lecture with question and answer periods.*

This approach involves a formal presentation by an expert in the subject(s) under consideration after which the audience is invited to ask questions in hopes that this will stimulate additional interest in the material. While being best suited for large groups of 50 or more, the lecture approach is often used with smaller groups.

*4. Small group discussion.*

A less formal approach than the lecture method, small group discussions, usually involving between 15-30 people, oblige participants to take an active role in the program. Ideally, this involvement will reduce if not eliminate any feelings of isolation or disinterest that participants might have. The discussion process, fostering open exchanges and broad interaction among participants, usually generates increased interest in topics and a sense of comfort from discovering that others have similar concerns and problems.

Most group discussion sessions are run by a leader from outside the group, usually a fellow employee of the sponsoring organization but sometimes a paid consultant specializing in this work. The leader need not be an expert in the topic(s) under discussion but must be skilled in group dynamics and direction of group activities. For technical input and/or support, outside experts can be recruited to join the group, but as other participants not as lecturers or discussion leaders.

*5. Combination of lecture and discussion.*

In this approach, discussion of a topic by the group is preceded by a formal presentation and, in some instances, a question-and-answer period. (Some programs substitute a film presentation for a lecture by an expert.) The lecturer will either stay on to participate in the discussion and elaborate on the presentation, in which case the discussion is less "democratic," or the group will carry on a discussion without the lecturer but under the guidance of a discussion leader.

A number of variables influence the organization's decision as to the particular approach it will follow. Among the most influential are size, retirement policy, number of older employees, type of work performed, the role of labor unions or professional associations, financial and personnel resources, philosophy of employee

relations and management's attitude toward this kind of assistance. Not only do these variables affect the intensity, scope, and structure of the retirement program, they also are the major factors determining whether or not the organization decides to provide this assistance in the first place. In addition, the skills, knowledge, sensitivity, and commitment of the people who take or receive the responsibility for the program will influence the approach selected, not to mention overall program quality.

No one approach can be singled out as the best, or the preferred, or the typical. Most organizations having programs use one-to-one counseling alone or in conjunction with another approach, but this may be a result of habit, expediency, or lack of information about other methods. Authorities in the field have written extensively about the approach that should be followed, and the literature reveals a consensus that both general and individualized information should be provided and that the program must be flexible. A well-developed and well-rounded program would include lectures or other formal presentations, followed by intensive discussion of the subjects by the participants, and augmented by some type of individual counseling to cover issues that could not be brought out in the group setting.

The literature is filled with criticism of shallow programs, e.g., briefing sessions on company benefits with little substance, that are given very close to the date of retirement, because they fail to include essential items and do not allow individuals a reasonable amount of time to make and carry out plans. Also generally disapproved of are informal programs, e.g., "stop by my office sometime and we can discuss your retirement," because they reflect a lack of genuine concern for employees' well-being. Widely recommended are programs that extend over a period of years, perhaps ten, with early concentration on financial planning and later emphasis on the social, physical, and psychological dimensions. Candor in covering the sensitive and unpleasant aspects of aging and retirement, e.g., loneliness, widowhood, is highly regarded too.

A number of organizations employ a multiple-format approach. Typically, the core of the program is a group format, either lecture or discussion, possibly introduced by a media presentation. The information and skills acquired in the group meetings are rein-

forced and expanded upon by one-to-one counseling and supplemented by books, magazines, or films. Enrollment of participants in a retirement association such as the American Association of Retired Persons—or its affiliate, Action for Independent Maturity, for individuals still working but actively planning for retirement—is frequently done. "Reunion" classes are held periodically to refresh and reinforce the material given in the group and individual counseling sessions.

A few organizations have experimented with other approaches, principally because the standard methods—group formats in particular—involve traditional educational techniques that may be inappropriate for dealing with older people, especially those concerned with a personal matter such as planning for retirement. Most group meetings are set in a classroom environment with the leader and any outside specialists assuming the teacher role and participants being students. The resemblance may be heightened by the physical setting if a blackboard, notebooks, etc. are visible. (In fact, many group meetings are held in actual classrooms.) People who choose to attend a retirement preparation program, however, are well beyond the student stage and are seeking more than instruction. They want guidance in practical matters, reassurance, and relief from fears and misconceptions—none of which is normally obtained in traditional teaching situations. In addition, some of them may have had unpleasant experiences during their school days, memories they do not want to revive.

The experimental techniques commonly used to avoid difficulties that may result from following traditional methods of instruction involve getting participants to be active. Passive "students" are not wanted. Role playing is one approach that has had success, although not everyone can comfortably assume an unfamiliar role or act out a retirement situation. Retirement Services Incorporated has developed a seminar program that includes a number of sensitivity techniques, role playing among them. Another innovative approach is debating of retirement issues by participants, e.g., to move or stay put following retirement. Again, not everyone can or is willing to debate. Discussion of case studies involving retirement matters is part of the Action for Independent Maturity Retirement Planning Seminar. This approach yields a high level of participant involvement, and the discussions quite often become spirited. Some programs have used former employees now retired to engage in dialogues with participants.

## CHARACTERISTICS OF AN EFFECTIVE PROGRAM

What makes a program viable and worthwhile? Throughout the literature a number of different factors have been cited as contributing to a strong program. *The Mercer Bulletin* of April 1976, which was devoted to the topic of preparing for retirement, effectively summarizes the characteristics of a well-designed and successful program. Half a dozen "hallmarks" are identified. A seventh, continuity, has been added to the list.

*1. Sufficient time for participants to make and implement plans.*
A program can be effective and make a difference only if it allows participants enough time to act on plans they make as a result of attending. Offering retirement preparation assistance to employees who are just a short time away from retirement can generate more disappointment and frustration than satisfaction if they realize that it is too late for planning to have any effect. As mentioned above, many authorities recommend that active preparation for retirement begin no later than ten years prior to the retirement date, with financial planning starting even earlier.

*2. Voluntary participation.*
While it is desirable to have all eligible employees participate in the program, no one should be forced to do so. A compulsory program means not only unwelcome coercion, but hints of paternalism and unwarranted intrusion in the personal affairs of employees. Mandatory participation will be resented and can be expected to weaken motivation to learn and take an active role. It can only dilute program effectiveness.

*3. Open eligibility.*
The program should be open to all employees who meet the age requirement, if any. Some authorities go even further and advocate no restrictions whatsoever, including age. Limiting eligibility to selected classes, besides depriving some employees of the opportunity to receive assistance in planning for retirement, can cause problems for the organization. For example, if only managers or professionals are invited to participate, a charge of favoritism could be leveled; on the other hand, if only non-managerial or non-professional personnel are invited, the feeling might be that the organization does not believe they are capable of handling their

own affairs properly. No hard evidence exists that members of one occupational group are better able to prepare for retirement or less likely to be affected by it. The impact, concerns, and problems of retirement cut across all occupational lines.

*4. Content tailored to participants' needs.*

Open eligibility, while preferred, will present some problems in program design and administration. Finding the proper intellectual and social levels on which the program should be conducted could be difficult, especially if a group approach is used. Format as well as content is involved.

Some organizations deal with the problem by separating employees into more or less homogeneous groups, establishing dual or multiple programs, and adjusting each program's material and style to fit their unique needs. For example, material on role adjustments might be presented on a more theoretical level for a group of faculty members than for a group of service workers.

The program also must be structured to meet participants' personal needs and interests. The idiosyncratic concerns of every member cannot be attended to in a group context. Generalized statements and formulas apply only to a certain point. Beyond this, a participant will require personalized attention. Successful programs recognize that different people have different needs and are set up to accommodate individual differences.

*5. Flexibility.*

The past few decades have been highly dynamic years and quite likely the future holds the same. A retirement preparation program that is static or rigid will become outdated quickly. If a program is unable to adapt to changes in the composition of employees, the dimensions of their needs, the circumstances of retirement in general, or other external influences, its effectiveness and usefulness will diminish.

*6. Attention to the human element.*

A retirement preparation program is intended primarily to help people, even though the organization might benefit as well. Individuals take part in a program at a time when they are especially vulnerable to influence or suggestion. It is important, therefore, that the future happiness of participants be the primary objective. Dignity and sensitivity should be program keystones.

*7. Continuity.*
Reinforcement or follow-up arrangements serve to keep participants informed and involved as well as give them the opportunity to take a fresh look at their situations from time to time. The follow-up can be as simple as a subscription to a magazine featuring retirement-related articles, as elaborate as a series of personal counseling sessions with retirement experts, or somewhere in between such as special lunches to bring participants up-to-date on new developments and refreshed on essential material. Combinations of these arrangements are sometimes used.

## PROGRAM SCOPE

Retirement preparation programs are designed to cover some or all of the essential areas of retirement living. Specific topics often are grouped into broad categories, such as financial considerations. These categories or themes tend to be fairly consistent among programs, although there is considerable variety in the number of themes covered as well as in the depth and intensity of the coverage.

J. Roger O'Meara discussed program themes in terms of problems in *Retirement: Reward or Rejection?*, a recent report of The Conference Board. He considered seven categories of problems or potential problems: health care, financial planning, housing arrangements, life-style adjustments, legal affairs, use of leisure time, and second careers. His typology is similar to most other classifications of program themes. In the paragraphs following are listed specific topics that fall into the broad categories of retirement-related matters. Not every program will cover each general theme let alone each particular topic.

*1. Health care.*
Includes measures to safeguard health and promote longer life, diet and nutrition, mental and emotional well-being, medical examinations, exercise programs and physical fitness, home accidents and safety, age-related illnesses and disabilities, myths of physical and mental decline, senility, dental care, advice on proper health habits, vitamins, weight control, stress, depression, effects

of boredom and inactivity, sexual behavior, where and how to find a doctor, hospital care, home remedies, physiology and psychology of aging, nursing homes, health insurance, drugs and drug dependency.

*2. Financial planning.*
Includes retirement benefits, sources and amounts of income, expenses, net worth, inflation, assets and their planned liquidation, Social Security and Medicare, budgeting and personal financial management, consumer awareness, how to earn extra money, taxes and tax savings, estate planning, investment opportunities, insurance and annuities, maintenance of financial records, loans and installment purchases, shopping tips.

*3. Housing arrangements.*
Includes the decision to move or stay, advantages of different locations, retirement communities, housing type, special retirement residences, renting or owning, vacation and second homes, housing exchanges, cooperatives and condominiums, urban vs. suburban or rural settings, mortgages, security and accident prevention, home insurance, living with children or friends, proximity to public transportation, mobile homes, privacy, residence in a foreign country, design considerations, propensity for moving at different ages or stages in life, mobile homes, public housing programs.

*4. Life-style adjustments.*
Includes role changes and all this implies, altered relationships with family and friends, personal and psychological characteristics that could lead to problems, loss of income and job-connected status, emotional maturity, special problems of single older people, late-life marriages and divorces, widowhood, retirement shock, how to plan a creative retirement, resistance to retirement, societal and cultural imprints, retirement pitfalls, senior power, personal development and growth, differences in the various stages of retirement.

*5. Legal affairs.*
Includes when and how to obtain legal advice, wills, probate, risks of dying intestate, consumer protection, frauds and quacks, legal rights, trust arrangements, estate planning and taxes, guardians and conservators, geographical variations in laws, lawyers fees,

legal readiness for retirement, power of attorney, contracts, establishing a business, community property laws, gifts and assignments, how to file a complaint or initiate a suit, what happens when there is a death.

*6. Use of leisure.*
Includes how to fill the extra fifty hours a week, hobbies and crafts, appreciation of the arts, educational opportunities, volunteer service and community work, the concept of leisure, learning how to relax, entertainment and the media, travel, athletics, retirement associations, participation in church affairs, political activity, available community resources, how to get the most out of leisure activities.

*7. Second careers.*
Includes employment opportunities, career continuity, retraining, job placement organizations, Social Security earnings test, special problems of women re-entering the work force, preparing a resume, searching for openings, the job interview, consulting, self-employment, part-time employment, going into business for yourself, employer resistance to hiring older employees, legal rights of older employees, myths about older workers, early retirement.

# CHAPTER IX: RECENT RESEARCH ON RETIREMENT PREPARATION PROGRAMS

Up to twenty years ago, little interest was given to retirement preparation programs, a situation reflected in the dearth of substantive research on the subject before that time. During the past twenty years, several broad-based surveys covering the extent and depth of retirement preparation programs in U.S. business organizations have been conducted. Also, a considerable amount of material on the concept and application of retirement preparation programming has appeared in scholarly and professional journals in the past two decades. In the past few years, three studies have investigated the efforts colleges and universities have made to develop and offer programs for older people, including retirement planning programs.

## THREE STUDIES OF RETIREMENT PREPARATION PROGRAMS IN BUSINESS AND INDUSTRY

In 1959, Wermel and Beideman at the California Institute of Technology directed a study of what 756 companies were doing to help their employees prepare for retirement. Corporate attitudes toward this kind of assistance also were investigated. Of the 415 organizations completing and returning questionnaires, 161 or 39 percent reported having a retirement preparation program. Wermel and Beideman attempted to distinguish limited programs, i.e., concerned principally with retirement benefits, from comprehensive programs,

i.e., covering social and psychological aspects of retirement as well as financial. They classified 136 of the programs as comprehensive, a very high proportion in light of later research. More than 90 percent of all the programs used one-to-one counseling, 66 percent of them as the primary approach. Just over half had group sessions, but these were a formalized arrangement in only about one-quarter.

The Conference Board, referred to earlier, periodically has surveyed companies throughout the country to learn about the preretirement assistance they are providing. A 1955 survey found that such assistance was offered in 212 (65 percent) of the 327 companies cooperating in the study, but that just 34 (10 percent) had formal, well-organized programs. A 1964 survey revealed that 633 (65 percent) of the 974 cooperating organizations provided some type of retirement preparation assistance. Over half of these companies, 344 (54 percent) indicated that their programs were offered primarily to explain company benefits and Social Security; in most of the other companies the core of the program was discussion of finances including company benefits and Social Security but covering other financial matters as well. The predominant mode of counseling was one-to-one; just 37 companies held group sessions, and 7 of these were restricted to benefits. The most recent survey, which was conducted in 1974, found increased use of programs in the interim. The data indicated that 704 (88 percent) of the cooperating corporations offered preretirement assistance. However, most of the programs were still quite limited, and only 164 (21 percent) went beyond basic financial and health information. Moreover, 60 of these programs confined the extra assistance to written materials only. Just 33 companies reported using a group approach, 8 exclusively and 25 in conjunction with individual interviews.

In 1975, the University of Michigan—Wayne State University Institute of Labor and Industrial Relations surveyed *Fortune* magazine's 500 largest industrial corporations to determine the extent of the retirement planning assistance they offered workers. Reports from the 172 companies that responded revealed that little was being done, although interest in providing retirement preparation programs was growing. Just 43 or one-quarter had a formal program in operation; the same proportion contemplated installing one within a year. Three out of five of the existing programs were started after 1970. The majority of the programs were comprehensive to the extent that they went beyond company benefits and

insurance. However, nearly three-quarters of the directors of these programs stated that their program should or would be expanded. One-to-one counseling and group sessions were the principal approach in about equal proportion. About half of the programs made use of outside specialists in development and/or operation. Responding companies without programs were asked to give a reason why they had not initiated one; the most frequently cited cause was lack of resources, personnel and/or financial.

## A SUMMARY OF RESEARCH FINDINGS AND OTHER REPORTS ON RETIREMENT PREPARATION PROGRAMS

The literature dealing with retirement preparation programming, both in scholarly and popular publications, can be summarized briefly in eight major points.

1. Most people approach retirement with little forethought or planning until very close to the actual date and drift into it unprepared and with fanciful expectations.

2. Most workers receive no assistance in preparing for retirement from their employers beyond getting limited information about benefits and insurance.

3. Most employers are unfamiliar with the state of the art of retirement preparation programming and uninterested in learning about it.

4. The state of the art of retirement preparation programming has advanced to a fairly sophisticated level, and worthwhile program materials have become increasingly available.

5. Employers who do provide retirement preparation programs usually begin this assistance too close to the normal retirement age for individuals to make and carry out plans.

6. Most retirement preparation programs use one-to-one counseling as the principal approach. Group sessions, however, are being used with increasing frequency by organizations providing assistance.

7. Group approaches are considered the most effective way of imparting information and stimulating individuals to think and act positively with regard to retirement. The evidence supporting this contention, however, is largely subjective; few scientific and controlled studies of program effectiveness have been made.

8. Retirement preparation programs are generally evaluated positively by people who have participated in them.

## THREE STUDIES OF PROGRAMS FOR OLDER PEOPLE IN COLLEGES AND UNIVERSITIES

In recent years, colleges and universities have been turning increasingly to non-traditional students to bolster enrollment totals. One group being courted diligently are people older than has been typical of past students, and many institutions are offering or expanding special courses for older students. These courses take many forms, including assistance in preparing for retirement. Several studies have examined this phenomenon.

*Never Too Old To Learn,* a report of a study done in 1974 by the Academy for Educational Development (AED), indicates that few colleges and universities were providing older people with the special educational opportunities they could best utilize. The study did find, however, that the number and quality of the courses and programs were improving. This information was obtained from questionnaires completed by 271 (68 percent) of 400 colleges and universities selected judgmentally on the basis that they were likely to have educational programs for older people. Based on the returns, AED estimated that only about one-quarter of all institutions of higher education offered any kind of special educational program for older people, with the leaders being the public 2-year colleges. Without giving specific figures, the report stated that few programs focused on pre-retirement education to assist in defining new and contributive roles after ceasing employment.

Also in 1974, the American Association of State Colleges and Universities (AASCU) surveyed its member institutions to learn about programs they had for older people. The survey was conducted by the AASCU's task force on educational opportunities for the aging and revealed that 157 or 50 percent of the 313 members had special courses and programs for older people. Moreover, many more indicated an interest in starting programs or at least learning about the possibilities of doing so. Just 21 institutions reported a retirement preparation program, however, and no detailed information about them was given.

More recently, in 1976, the Association for Gerontology in

Higher Education compiled a directory of educational programs in gerontology at U. S. colleges and universities. Information was obtained by a survey questionnaire sent to all college and university presidents, deans of law and medical schools, and members of the Gerontological Society and Division 20 of the American Psychological Association. There are 1275 listings in the Directory, approximately one-third of the total number of institutions of higher education and their branch campuses. Of this group, 149 or 12 percent have or are planning a course, seminar, or workshop in preretirement planning. Most of the existing programs are offered through departments of continuing education; 18 institutions offer them as regular courses and two schools, the University of Southern California and the University of Michigan, include them as part of a graduate program. Many of the continuing education programs are training courses for specialists in the field of aging rather than courses for the general public seeking assistance in planning their own retirements. No attempt was made to evaluate or describe the scope and quality of these programs.

# CHAPTER X: TECHNICAL NOTES

## STUDY PHASES

This study of retirement preparation programs in higher education was carried out in three phases.

The first phase consisted of an examination and analysis of the retirement counseling and information programs currently in existence, primarily those that have been developed outside of the field of higher education. The literature on the subject of preretirement counseling was reviewed, experts in this field and directors of selected retirement preparation programs were consulted, program materials were examined, and some actual program sessions were observed.

Phase two consisted of a mail survey that sought information from colleges and universities about retirement preparation programs for current employees and for already retired employees. Questionnaires were sent to 2,833 institutions, including branch campuses, in November of 1975. The returned questionnaires covered 2,337 institutions, or 82% of the survey group. The questionnaire is reproduced at the end of this chapter.

In the final phase of the study, the study director visited five institutions that participated in the survey and reported retirement preparation programs. The institutions visited were Brigham Young University, the University of Connecticut, Duke University, the University of Michigan, and Purdue University. During these visits, the directors of the programs were interviewed re-

garding the goals, development, content, organization, and administration of their respective programs. In addition, observations of actual program sessions were made and, when possible, program participants were asked for their comments and views on the programs, and for their opinions on how they thought the program had affected them personally.

## THE SURVEY GROUP

The original sample was comprised of 2,838 colleges and universities and their branch campuses selected from among the 3,038 entries in the *1974-1975 Higher Education Directory* prepared by the National Center for Education Statistics. The 200 excluded entries were dropped because they failed to meet one or more of the following criteria for inclusion: non-profit status; a teaching institution which grants degrees; enrollment of at least 100 students; and, location within the 50 states or the District of Columbia. Prior to the mailing of the survey questionnaire, 23 additional institutions were excluded and 18 were added, so the final sample contained 2,833 non-profit, degree-granting colleges and universities with enrollments of 100 or more students.

All entries in the *Directory* are identified by control (public or private), and level (four-year or two-year) among other variables besides the study criteria described above. Table 6 presents a breakdown of the final sample by these two variables. Fifty-one percent were public institutions and 49 percent were private, as compared to a 48 percent public/52 percent private ratio for all institutional units listed in the *Directory*. Sixty-two percent were four-year institutions and 38 percent were two-year, the same as the ratio for all the *Directory* entries.

Almost two-thirds of the public institutions were state-controlled: 95 percent of the four-year institutions and 39 percent of the two-year. Sixty-one percent of the public two-year colleges were under partial or total local control. Among the colleges and universities under private control, both four-year and two-year, about half were independent and about half had a religious affiliation.

Table 6
Survey Group According To Institutional Control And Level

| | Total | Public | Private |
|---|---|---|---|
| Four Year | 1,743 (62%) | 538 (19%) | 1,205 (43%) |
| Two-Year | 1,090 (38%) | 907 (32%) | 183 (6%) |
| Total | 2,833 (100%) | 1,445 (51%) | 1,388 (49%) |

## SURVEY RESPONSE AND REPRESENTATIVENESS OF THE RESPONDENT GROUP

Overall, 2,226 questionnaires were completed and returned, 78 percent of the total mailed. These questionnaires contained data for 2,337 institutions and branch campuses, 82 percent of the survey group. Some questionnaires were completed at central administrative offices of multi-campus institutions and the data in each of them applied to more than one institution or branch, which accounts for the difference between the number of returned questionnaires and the number of units they cover.

Twenty institutions wrote to explain why they would not participate in the survey. In most cases, the reason given was that the institution was too overburdened with other administrative matters to find the time. The remaining 476 institutions were never heard from.

Sixteen of the 2,226 returns arrived after the close of the data collection period. Consequently, only 2,210 sets of data cards were prepared, and analyzed, and this figure is the base for all tabulations.

Four-hundred and thirteen returns were short-form questionnaires, i.e., containing just four of the questions on the regular questionnaire. These returns cover institutions comprising 19 percent of the total respondent group.

The respondent group was composed of 1,087 public and 1,123 private institutions, a 49/51 ratio. This transposes the 51/49 public/private ratio of the survey group because 81 percent of the private institutions and only 75 percent of the public institutions in the sample responded. There were 1,471 four-year institutions in the respondent group and 739 two-year, a 67/33 ratio. The four-year/two-year ratio of the survey group was 62/38. The higher proportion of four-year institutions in the respondent group resulted from receiving responses from 84 percent of the four-year institutions in the sample and only 68 percent of the two-year.

Table 7 shows a comparison of the respondent and survey groups by control and level jointly. The differences are accounted for by the different response rates of each category. Responses were received from 83 percent of the private four-year, 68 percent of the public two-year, 88 percent of the public four-year, and 67 percent of the private two-year institutions.

Table 7
Comparison Of Respondent Group And Survey Group
According To Control And Level

| | Respondent Group | Survey Group |
|---|---|---|
| Private Four-Year | 1,000<br>(45%) | 1,205<br>(43%) |
| Public Two-Year | 616<br>(28%) | 907<br>(32%) |
| Public Four-Year | 471<br>(21%) | 538<br>(19%) |
| Private Two-Year | 123<br>(6%) | 183<br>(6%) |
| Total | 2,210<br>(100%) | 2,833<br>(100%) |

Institutional size was anticipated as being a critical differentiating variable. For the purposes of this study, size was to be determined by enrollment, and institutions were classified as small, medium, or large based on enrollment figures obtained from the *1974-1975 Higher Education Directory* data file. Small institutions were determined to be those with under 1,000 students, medium to be those with between 1,000 and 5,000 students, and large to be those with over 5,000 students.

Table 8 presents a comparison of the respondent and survey groups by size, separately for public and private institutions. Small institutions were slightly underrepresented and large institutions slightly overrepresented in the respondent group. Private medium-sized institutions were overrepresented, but the public ones were a bit underrepresented.

## A PROFILE OF THE RESPONDING INSTITUTIONS

Table 9 presents a profile of the respondent group according to control, level and size. None of this information was self-reported; it was all obtained from the *1974-75 Higher Education Directory* data file.

In the aggregate, 49 percent of the responding institutions were public and 51 percent were private; 67 percent were four-year and 33 percent were two-year; and, 36 percent were small, 41 percent were medium, and 23 percent were large.

Forty-three percent of the public institutions were four-year and 57 percent were two-year; 89 percent of the private institutions were four-year and 11 percent were two-year. Thirty-two percent of the four-year institutions were public and 68 percent were private; 83 percent of the two-year institutions were public and 17 percent were private.

Fifty-seven percent of the public four-year colleges were large and just 6 percent were small; 50 percent of the public two-year colleges were medium-sized, and the others were split evenly between small and large. Eighty-nine percent of the private two-year colleges were small and only one school was large. Fifty-two percent of the private four-year colleges were small and 40 percent were medium-sized.

Table 8

Comparison Of Respondent Group And Survey Group According To Size

| | All | | Public | | Private | |
|---|---|---|---|---|---|---|
| | Respondent Group | Survey Group | Respondent Group | Survey Group | Respondent Group | Survey Group |
| Small (Enrollment under 1,000) | 808 (36%) | 1,114 (39%) | 178 (16%) | 270 (19%) | 630 (56%) | 844 (60%) |
| Medium (Enrollment between 1,000-5,000) | 902 (41%) | 1,138 (40%) | 486 (45%) | 667 (46%) | 416 (37%) | 471 (34%) |
| Large (Enrollment over 5,000) | 500 (23%) | 581 (21%) | 423 (39%) | 498 (35%) | 77 (7%) | 83 (6%) |
| Total | 2,210 (100%) | 2,833 (100%) | 1,087 (100%) | 1,435 (100%) | 1,123 (100%) | 1,398 (100%) |

Table 9
Profile Of The Responding Institutions

| Total | Public | | | | | | Private | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4-Year | | | 2-Year | | | 4-Year | | | 2-Year | | |
| | Small | Medium | Large | Small | Medium | Large | Small | Medium | Large | Small | Medium | Large |
| 2,210 | 26 | 175 | 270 | 152 | 311 | 153 | 521 | 403 | 76 | 109 | 13 | 1 |
| 100% | 1% | 8% | 12% | 7% | 14% | 7% | 24% | 18% | 3% | 5% | 1% | * |

*Less than 0.5 percent.

The respondents were asked to classify their institutions according to number of campuses following the Office of Education's classification scheme. Seventy-one percent of the institutions were single-campus, 17 percent were members of a multi-campus system in which each unit has equal status, e.g., the State University of New York, 8 percent were main campuses, 3 percent were branches, and 1 percent were some other type. The low proportion of branch campuses is explained in part by the fact that the majority of the institutions covered by questionnaires completed at a central office were this type. Ninety-one percent of the private institutions and just over half of the public were single campus, and 32 percent of the public were members of a multi-campus system.

# APPENDIX A:
# The Survey Questionnaire

## Survey of Retirement Preparation Programs at Institutions of Higher Education

**Teachers Insurance and Annuity Association**
**College Retirement Equities Fund**

**Educational Research Division**
**730 Third Avenue New York, N.Y. 10017**

At present, there is need for information about retirement preparation programs for employees of educational institutions. These programs, distinct from pension plans, are intended to help employees forestall the harmful personal and social consequences that have been shown to occur when retirement planning is absent or inadequate. This survey, supported by a grant from Lilly Endowment, is the result of numerous requests to fill this information gap. In addition, we are seeking to learn what colleges and universities do for the benefit of former employees now retired.

Findings will be used to aid institutions desiring to begin or modify retirement preparation programs.

Only with your cooperation will we be able to provide accurate and complete information. We will be most grateful if you answer all questions that pertain to your institution and then mail back the questionnaire in the enclosed postage-paid envelope.

Please note that we are as interested in responses from institutions that do not have a program as from those that do. If you have any questions regarding this survey, please call (collect) the Survey Director, Jim Mulanaphy, at (212) 490-9000.

A copy of the survey report will be sent to all the participating institutions.

**Special Instructions**

1. If your institution has neither a program to help staff members prepare for retirement nor a program to assist retired staff members, please complete Part 1 (General Information) of the questionnaire **only** and return it.

2. If your institution has either a retirement preparation program or a program to assist retired employees, please complete Part 1 and Parts 2 and/or 3 as they apply.

CARD 1
1-4ID
5-18

## Part 1-General Information

1. Name and address of institution:

2. Name, title, and department of person supplying information:

3. Area code, telephone number, and extension:

4. Number of staff members:

| | | |
|---|---|---|
| faculty | 20-24 | |
| administrators and other professionals | 25-29 | |
| all others | 30-34 | |

5. Approximate number of staff members expected to retire within one year:

| | | |
|---|---|---|
| faculty | 35-37 | |
| administrators and other professionals | 38-40 | |
| all others | 41-43 | |

6. Normal and mandatory retirement ages for staff members:

| | | Normal | | Mandatory |
|---|---|---|---|---|
| faculty | 44-45 | | 46-47 | |
| administrators and other professionals | 48-49 | | 50-51 | |
| all others | 52-53 | | 54-55 | |

7. Is your institution: (Please check one)

56-1 ☐ A single-campus institution

2 ☐ A main campus or parent institution with one or more branches

3 ☐ A branch campus of a parent institution

4 ☐ A campus which is part of a group of administratively equal campuses in a multi-campus system

5 ☐ Other: (Please specify)

If your institution is a branch campus, please list the name of its parent:

8. Does your institution presently have a formal program to help **employees** prepare for their own retirement?

57-1 ☐ Yes (If **Yes,** please answer all questions in Part 2 after first answering Q. 9 and Q. 10 below.)

2 ☐ No

9. Does your institution presently maintain contact with and/or assist former employees now retired?

58-1 ☐ Yes (If **Yes,** please answer all questions in Part 3 after first answering Q. 10 below.)

2 ☐ No

10. Does your institution presently offer a separate retirement preparation program for people **other than regular employees,** e.g., a course in the Department of Continuing Education?

59-1 ☐ Yes

2 ☐ No

60-79BL

80-1



85

CARD 2
1-4ID
5-9BL

## Part 2-Retirement Preparation Program

Definition: Any formal program intended to give employees a better understanding of what they will be dealing with in retirement and of what they might do during their remaining working time to make retirement more satisfying.

1. Do you presently have more than one distinct retirement preparation program for staff members?

10-1 ☐ Yes
2 ☐ No

If Yes:

a) how many programs do you have? ..... 11 ☐

b) how do they differ? (Please describe briefly)

12

13

The remaining questions in Part 2 cover your **primary** retirement preparation program. If you have more than one program, please answer the questions in reference to the **one** program you consider the more (most) comprehensive in coverage of the essential elements of retirement living. This program may have a number of different components.

2. How long have you had:

a) your primary program? ..... 14-15 ☐☐ Years

b) **any** retirement preparation program? 16-17 ☐☐ Years

3. What office or department is in charge of the primary program?

18

4. What is the job title of the person most immediately responsible for conducting the program?

19

5. Approximately what percentage of this person's work time during the course of a normal work year is spent on the program?

20-22 ☐☐☐ %

6. Is participation in the program **fully** voluntary?

23-1 ☐ Yes
2 ☐ No, there is a compulsory aspect

7. What employee groups participate in the primary program —or in some different retirement preparation program at your institution? (Please check as many as apply.)

| | Participate In The Primary Program | Participate In A Different Program | Do Not Participate In Any Program |
|---|---|---|---|
| Faculty | 24-1 ☐ | 2 ☐ | 3 ☐ |
| Administrators | 25-1 ☐ | 2 ☐ | 3 ☐ |
| Other Professionals | 26-1 ☐ | 2 ☐ | 3 ☐ |
| Clerical-Secretarial Staff | 27-1 ☐ | 2 ☐ | 3 ☐ |
| Maintenance-Service Staff | 28-1 ☐ | 2 ☐ | 3 ☐ |
| Others: (please specify) | 29-1 ☐ | 2 ☐ | 3 ☐ |

8. On the average, what percentage of those eligible employees who are invited to participate in the primary program do you estimate actually do so?

30-32 ☐☐☐ %

9. Does the participation rate vary by employee group?

33-1 ☐ Yes
2 ☐ No

If Yes, please indicate the variation(s):

34

35

10. Do you take into account any special characteristic(s) of your staff members when forming a group to go through the program? For example, occupational category or marital status.

36-1 ☐ Yes
2 ☐ No

If Yes, on what basis do you select the groups?

37

38

3

83

CARD 5
1-4
5-79BL

11. What has been the average age of employees who participated in the program at the time they began this participation?

39-40 [ ]

12. What is the earliest age at which an employee is invited to participate in the program?

41-42 [ ]

13. Are employees' spouses normally invited to participate in the program?

43-1 ☐ Yes
2 ☐ No

If **Yes**, on the average what percentage of invited spouses do you estimate actually participate?

44-46 [ ]%

14. In the program, do you utilize resource people or "experts" from outside your institution?

47-1 ☐ Yes
2 ☐ No

If **Yes**, in what capacity?

48
49

15. Is the program conducted during normal working hours?

50-1 ☐ Yes
2 ☐ No

If **No**, when is it conducted?

51

16. Is the program conducted on campus?

52-1 ☐ Yes
2 ☐ No

If **No**, where is it conducted?

53

54-79BL
80-2

17. What method or methods do you use in the program? (Please **circle** a letter for each method used and then fill in the requested information for the method(s).)

10 **A** - Personal (individual) counseling
Normal number of sessions ..... 11-12 ____
13 Normal time between sessions ..... ____
14 **B** - Group discussion
Normal number of sessions ..... 15-16 ____
17 Normal time between sessions ..... ____
Average size of group ..... 18-19 ____
20 **C** - Lecture
Normal number of sessions ..... 21-22 ____
23 Normal time between sessions ..... ____
Average size of audience ..... 24-25 ____
27 **D** - Audio/visual
Normal number of showings ..... 28-29 ____
30 Normal time between showings ..... ____
Average size of audience ..... 31-33 ____
34 **E** - Dissemination of literature
35 **F** - Self-study
36 **G** - Other. (Please specify)

18. Which of the above methods, if you use more than one, do you consider to be your primary approach? (Please answer by entering the letter in Q. 17 that corresponds to your choice, e.g., **A** for Personal counseling.)

37 ☐

19. Who developed the program?

38-1 ☐ Developed entirely by staff members at your institution
2 ☐ Developed mainly by staff members at your institution
3 ☐ Developed entirely by an outside organization or organizations
4 ☐ Developed mainly by an outside organization or organizations

If staff members at your institution worked on the development of the program, please identify their office(s) or department(s).

39
40

If anyone from outside your institution worked on the development of the program, please identify their organization(s).

41

42-79BL
80-3

9u

CARD 4
1-4 ID
5-9 BL

20. What subjects are covered **by design** in the program? (Please **circle** a letter for each subject covered and then indicate the usual amount of time, in hours, devoted to the subject(s).)

| | | | Usual Coverage Time (in hours) |
|---|---|---|---|
| 10 | **A** | - Income and other financial | 11-12 ____ |
| 13 | **B** | - Physical health care | 14-15 ____ |
| 16 | **C** | - Nutrition | 17-18 ____ |
| 19 | **D** | - Mental/emotional health care | 20-21 ____ |
| 22 | **E** | - Housing and location | 23-24 ____ |
| 25 | **F** | - Consumer affairs | 26-27 ____ |
| 28 | **G** | - Legal affairs | 29-30 ____ |
| 31 | **H** | - Second careers/job opportunities | 32-33 ____ |
| 34 | **I** | - Volunteer activities | 35-36 ____ |
| 37 | **J** | - Use of leisure time | 38-39 ____ |
| 40 | **K** | - New roles/role adjustments | 41-42 ____ |
| 43 | **L** | - Personal & social relations | 44-45 ____ |
| 46 | **M** | - Loss of spouse/death | 47-48 ____ |
| 49 | **N** | - Transportation | 50-51 ____ |
| 52 | **O** | - Personal security | 53-54 ____ |
| 55 | **P** | - Clubs/organizations for older people | 56-57 ____ |
| 58 | **Q** | - Other: (Please specify) | 59-60 ____ |

21. Which subject usually elicits the greatest interest from participants? (Please answer by entering the letter in Q. 20 that corresponds to your choice, e.g., **A** for Income and other financial.)

61 ☐

22. Has the program had any significant problems?

62-1 ☐ Yes
-2 ☐ No

If **Yes**, what were they?

63
64

23. Do you follow up the program in any formal way prior to retirement such as by "refresher" courses or enrolling participants in a retirement organization?

65-1 ☐ Yes
-2 ☐ No

If **Yes**, in what way(s)?

66

24. Do you evaluate the program in any formal way?

67-1 ☐ Yes
-2 ☐ No

If **Yes**, in what way(s)?

68

69
70-79 BL
80-4

Please use the blank space below to describe any special or unusual features of your program that you believe we should know about. In addition, we would welcome any comments (suggestions, cautions, etc.) you would care to make regarding the establishment and operation of a retirement preparation program.

CARD 5
1-4ID
5-6BL

## Part 3—Post-Retirement Program

1. What privileges and benefits other than those offered to the general public do you make available to retired staff members? (Please **circle** a letter for each privilege or benefit made available and then indicate by a check the retired employees to whom they are available and the charges involved.)

| | | | Available To: | | | | Charge | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Retired Faculty* | Retired Administrators, Other Professionals | Retired Clerical, Secretarial Personnel | Retired Service, Maintenance Personnel | No Charge | Less Than For Present Employees | Same as For Present Employees |
| 10 | A | - Athletic/recreational facilities | 11 ☐ | 12 ☐ | 13 ☐ | 14 ☐ | 15-1 ☐ | 2 ☐ | 3 ☐ |
| 16 | B | - Cafeteria/dining room | 17 ☐ | 18 ☐ | 19 ☐ | 20 ☐ | 21-1 ☐ | 2 ☐ | 3 ☐ |
| 22 | C | - Concerts/dramatics/lectures | 23 ☐ | 24 ☐ | 25 ☐ | 26 ☐ | 27-1 ☐ | 2 ☐ | 3 ☐ |
| 28 | D | - Course offerings | 29 ☐ | 30 ☐ | 31 ☐ | 32 ☐ | 33-1 ☐ | 2 ☐ | 3 ☐ |
| 34 | E | - Library | 35 ☐ | 36 ☐ | 37 ☐ | 38 ☐ | 39-1 ☐ | 2 ☐ | 3 ☐ |
| 40 | F | - Discounts, at bookstores, etc | 41 ☐ | 42 ☐ | 43 ☐ | 44 ☐ | 45-1 ☐ | 2 ☐ | 3 ☐ |
| 46 | G | - Children/spouse education | 47 ☐ | 48 ☐ | 49 ☐ | 50 ☐ | 51-1 ☐ | 2 ☐ | 3 ☐ |
| 52 | H | - Financial loans | 53 ☐ | 54 ☐ | 55 ☐ | 56 ☐ | 57-1 ☐ | 2 ☐ | 3 ☐ |
| 58 | I | - Housing | 59 ☐ | 60 ☐ | 61 ☐ | 62 ☐ | 63-1 ☐ | 2 ☐ | 3 ☐ |
| 64 | J | - Parking | 65 ☐ | 66 ☐ | 67 ☐ | 68 ☐ | 69-1 ☐ | 2 ☐ | 3 ☐ |
| CARD 6 | | | | | | | | | 70-79BL 80-5 |
| 10 | K | - Office/laboratory facilities | 11 ☐ | 12 ☐ | 13 ☐ | 14 ☐ | 15-1 ☐ | 2 ☐ | 3 ☐ |
| 16 | L | - Secretarial/clerical help | 17 ☐ | 18 ☐ | 19 ☐ | 20 ☐ | 21-1 ☐ | 2 ☐ | 3 ☐ |
| 22 | M | - University faculty club | 23 ☐ | 24 ☐ | 25 ☐ | 26 ☐ | 27-1 ☐ | 2 ☐ | 3 ☐ |
| 28 | N | - Social/professional clubs | 29 ☐ | 30 ☐ | 31 ☐ | 32 ☐ | 33-1 ☐ | 2 ☐ | 3 ☐ |
| 34 | O | - Group travel | 35 ☐ | 36 ☐ | 37 ☐ | 38 ☐ | 39-1 ☐ | 2 ☐ | 3 ☐ |
| 40 | P | - Group health insurance | 41 ☐ | 42 ☐ | 43 ☐ | 44 ☐ | 45-1 ☐ | 2 ☐ | 3 ☐ |
| 46 | Q | - Group life insurance | 47 ☐ | 48 ☐ | 49 ☐ | 50 ☐ | 51-1 ☐ | | 3 ☐ |
| 52 | R | - Medical counseling/exams | 53 ☐ | 54 ☐ | 55 ☐ | 56 ☐ | 57-1 ☐ | | 3 ☐ |
| 58 | S | - Medical treatment | 59 ☐ | 60 ☐ | 61 ☐ | 62 ☐ | 63-1 ☐ | 2 ☐ | 3 ☐ |
| 64 | T | - Infirmary/hospital facilities | 65 ☐ | 66 ☐ | 67 ☐ | 68 ☐ | 69-1 ☐ | 2 ☐ | 3 ☐ |
| CARD 7 | | | | | | | | | 70-79BL 80-6 |
| 10 | U | - Job placement/employment counseling | 11 ☐ | 12 ☐ | 13 ☐ | 14 ☐ | 15-1 ☐ | 2 ☐ | 3 ☐ |
| 16 | V | - Financial counseling | 17 ☐ | 18 ☐ | 19 ☐ | 20 ☐ | 21-1 ☐ | 2 ☐ | 3 ☐ |
| 22 | W | - Legal counseling | 23 ☐ | 24 ☐ | 25 ☐ | 26 ☐ | 27-1 ☐ | 2 ☐ | 3 ☐ |
| 28 | X | - Personal counseling | 29 ☐ | 30 ☐ | 31 ☐ | 32 ☐ | 33-1 ☐ | 2 ☐ | 3 ☐ |
| 34 | Y | - Other: (Please specify) | 35 ☐ | 36 ☐ | 37 ☐ | 38 ☐ | 39-1 ☐ | 2 ☐ | 3 ☐ |

*If you confer **emeritus** status on retired faculty, do you offer them privileges or benefits that are not available to non-emeritus retired faculty?

40-1 ☐ Yes
2 ☐ No

If **Yes**, please describe briefly.

41
42
43

93

2. Does your institution maintain contact with staff members after they retire?

44-1 ☐ Yes
2 ☐ No

If Yes,

(a) How is this done? (Please check as many as apply.)

45 ☐ In connection with pensions and other benefits
46 ☐ Routine updating of personnel records
47 ☐ Mailing school and/or other publications
48 ☐ Sending greeting cards on birthdays or anniversaries
49 ☐ Invitation to school events, such as commencements
50 ☐ Holding special events, such as dinners
51 ☐ Sponsoring a retirees' club
52 ☐ Continuing the retirement preparation program
53 ☐ Having a school representative write, call or visit from time to time
54 ☐ Invitation to return and talk over any problems, troubles, etc.
55 ☐ Other: (Please specify)

(b) Is this done mainly on a formal or informal basis?

56-1 ☐ Formal
2 ☐ Informal

(c) Is this coordinated by one office or done separately by a number of different units?

57-1 ☐ Coordinated by one office
58 Which office?
2 ☐ Done separately by different units

59
60-79BL
80-7

Please use the blank space below for any comments (suggestions, cautions, etc.) you would care to make regarding the establishment and operation of a post-retirement program for former employees.

Thank you for your help. Please return the completed questionnaire in the enclosed postage-paid envelope.

If you have printed materials describing your retirement preparation or post-retirement programs, please send a copy under separate cover. Mail to:

Jim Mulanaphy
Teachers Insurance and Annuity Association
730 Third Avenue, New York, N.Y. 10017

## APPENDIX B:
## List of Major Study Contributors

The individuals and institutions listed below provided valuable direction, information, and assistance in support of our research efforts throughout the study. To conserve space, the presidents and officers of the over 2,200 colleges and universities that participated in the survey are not included on the list. Their contributions are cited in the *Acknowledgements* section of this report.

*Individuals*

Phoebe Bailey, Action for Independent Maturity
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Leonard Breen, Purdue University
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Julian Brodie, Retirement Program Services
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Peter Dickinson, Author and Consultant
Dennis Dion, The University of Connecticut
Ann Downing, Department of Elder Affairs of the Commonwealth of Massachusetts
Theodore Drews, National Center for Education Statistics
Maryse Eymonerie, American Association of University Professors

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Saul Gruner, THinc Career Planning Incorporated
Sybil Gruner, Retirement Advisors
Woodrow Hunter, The University of Michigan
Harold Israel, Scarborough Research Corporation
Robert Linnell, The University of Southern California
John McBride, Action for Independent Maturity
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William Pratt, Purdue University
Henry Reddick, Bureau of Retirement, Civil Service Commission
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George Sullivan, Academy for Educational Development
Richard Taubald, Montclair State University
James Thorson, Georgia Center for Continuing Education, The University of Georgia
Marvin Veronee, Industrial Relations Center, The University of Chicago
Robert Weiner, The Select Committee on Aging, U.S. House of Representatives
Yolanda Wesely, Equitable Life Assurance Society

*Organizations*

Academy for Educational Development, New York, NY 10019
Action for Independent Maturity, Washington, DC 20049
Administration on Aging, Washington, DC 20201
American Association of State Colleges and Universities, Washington, DC 20036
American Council of Life Insurance, Washington, DC 20006
American Manpower and Aging Advisory Services, Washington, DC 20006
Andrus Gerontology Center, The University of Southern California, Los Angeles, CA 90007
Association for Gerontology in Higher Education, Washington, DC 20036

Bureau of Business Practices, Waterford, CT 06385
Center for the Study of Aging and Human Development, Duke University, Durham, NC 27710
The Conference Board, New York, NY 10022
Department of Elder Affairs, The Commonwealth of Massachusetts, Boston, MA 02116
Georgia Center for Continuing Education, The University of Georgia, Athens, GA 30601
The Gerontological Society, Washington, DC 20036
Industrial Relations Center, The University of Chicago, Chicago, IL 60637
Institute of Gerontology, The University of Michigan, Ann Arbor, MI 48109
Manpower Education Institute, New York, NY 10016
National Center for Education Statistics, Washington, DC 20201
National Council of Senior Citizens, Washington, DC 20005
National Council on Aging, Washington, DC 20036
National Retired Teachers Association/American Association of Retired Persons, Washington, DC 20049
New York City Mayor's Office for the Aging, New York, NY 10007
Pre-Retirement Planning Center, Des Moines, IA 50311
Retirement Advisors, New York, NY 10019
Retirement Living, New York, NY 10022
Retirement Program Services, New York, NY 10022
Retirement Services Incorporated, Eugene, OR 97405
Scarborough Research Corporation, New York, NY 10016
Scripps Foundation Gerontology Center, Miami University of Ohio, Oxford, OH 45056
Social Security Administration, Washington, DC 20201
Society for Pre-Retirement Program Planners, Omaha, NE 68102
Survey Research Center, The University of Michigan, Ann Arbor, MI 48109
THinc Career Planning Corporation, New York NY 10019
Trewhella/Cohen/Arbuckle, New York, NY 10036